



Salt Ash Public School Care Continuum 2023

Prevention (for all students)	Early intervention (for all or some students)	Targeted intervention (for some students)	Individual intervention (for individual students)
Classroom management			
<ul style="list-style-type: none"> • Positive Behaviour for Learning (PBL) • Explicit teaching of gold behaviours • Behaviour consistency guide • Strong and positive student-teacher relationships • Communication with parents around school expectations • School-wide positive reinforcement – Gotchas and Learning Dispositions • Class based systems of positive reinforcement • Consistent teacher expectations, routines, modelling and responses to behaviour • Liaising with previous teachers, pre-schools and external providers • Strong transition programs • School chaplain whole class programs • Engaging parents • High quality differentiated teaching that addresses individual needs of all students • Integrating mindfulness and social/emotional learning into teaching and learning programs including Second Step 	<ul style="list-style-type: none"> • Communication with parents and carers, including the use of communication books, emails • Explicit teaching and modelling of specific skills including behaviour expectations and social skills • School chaplain support – targeted groups • Individual student goal setting • Positive reinforcement – Gotchas, Learning Disposition cards, assembly awards, principal awards, PBL Passport badges, Community PBL awards, verbal praise, attendance awards • Internal intervention implemented e.g. visuals, movement breaks, sensory supports, cultural support • Prepare students for planned changes to routine • Learning adjustments are documented in teaching and learning programs • Support from principal and off-class executive • Restorative practices • Utilising resources from the Inclusive Practice Hub 	<ul style="list-style-type: none"> • Regular communication with parents, carers, case workers • Modified individual expectations and goals • Transition strategies – class to playground, lesson to lesson, grade to grade, school to school • Targeted SLSO support in classrooms and playground • Structured break time activities • LaST support • Internal assessments and observations • Restorative practices • Support from principal and off-class executive • Behaviour Response Plans • Risk Management Plans • Attendance Plans 	<ul style="list-style-type: none"> • Check in, check out • Additional LST supports • Programs to explicitly teach social competence and interpersonal skills and social-emotional skills development • Negotiated playground and classroom contracts • One on one school chaplain support • Attendance interventions • Restorative practices • Support from principal and off-class executive

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| <ul style="list-style-type: none"> Utilising resources from the Inclusive Practice Hub A restorative approach that focuses on building, maintaining and restoring positive relationships Support from principal and off-class executive | <ul style="list-style-type: none"> Support through Personalised Learning Pathways, OoHC plans and Personalised Learning and Support Plans SLSO support | | |
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Additional supports including Aboriginal and Torres Strait Islander young people

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| <ul style="list-style-type: none"> Partnership with local Youyoong Aboriginal Educational Consultative Groups (AEC) Culture Group Personalised Learning Pathways Acknowledgement of country 8 Ways of Learning Consider data from TTFM surveys, AEDC, transition to school statements, Best Start, NAPLAN Antibullying, cyber safety, drug education and other school-identified programs including Life Education and Interrelate. Teachers reflect on own practice to evaluate factors affecting behaviour Sentral incident data analysis | <ul style="list-style-type: none"> Connection with trusted adults Culture Group Personalised Learning Pathways Yarn Up Extra transition opportunities Extra-curricular activities including debating, dance group, choir, sporting teams, library monitors, E-Team Leadership opportunities Referral to the LST team School counselling services Referral to school chaplain | <ul style="list-style-type: none"> LST support and meetings Delivery support team referral/consultation/engagement Police Youth Liaison Officers and ACLO Consolation with external providers and allied health including OTs, speech pathologists, paediatricians, psychologists External program referrals e.g. PSFANS, Northcott services, Child Development Team, Benevolent Society School chaplain support and targeted group intervention including social skill development, the Brave program, resilience building External provider support e.g. The Samaritans with Drumbeat, Seasons for Growth Behaviour Support Toolkit | <ul style="list-style-type: none"> Wrap around support from APLaST, LWO, OoHC teacher, ACLO, HSLO LST support School counsellor intervention Part-Day Exemptions Access Request – applications for IFS or support class placement External program referrals e.g. PSFANS, Northcott services, Child Development Team, Benevolent Society OoHC plans and meetings |
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Professional learning

Staff have the opportunity to participate in professional learning to improve their practice. Some of these include:

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| <ul style="list-style-type: none"> Trauma Informed Practice Positive Behaviour for Learning Tier 1 School-wide Tier 1 Classroom Systems Classroom Management Fundamentals Connecting to Country Crisis Prevention and Intervention | <ul style="list-style-type: none"> Understanding Behaviour Disability and additional learning and support PAX Good Behaviour Game eSafety professional learning Crisis Prevention and Intervention | <ul style="list-style-type: none"> Positive Behaviour for Learning Tier 2 – Targeted systems Functional Behaviour Assessment Crisis Prevention and Intervention | <ul style="list-style-type: none"> Positive Behaviour for Learning Tier 2 – Targeted systems Functional Behaviour Assessment Understanding behaviour support planning eLearning Crisis Prevention and Intervention |
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