



# STUDENT CARE CONTINUUM




Mannering Park Public School



The *Student Care Continuum* outlines our school's approach in supporting student mental health, behaviour, wellbeing and identity.

CATEGORY	PREVENTION ▶	EARLY INTERVENTION ▶	TARGETED INTERVENTION ▶	INDIVIDUAL INTERVENTION ▶
<b>PERSONNEL</b> <i>Who are the key staff?</i>	<input type="checkbox"/> Led by Classroom Teacher <input type="checkbox"/> Supported by SLSOs <input type="checkbox"/> Whole School Approach	<input type="checkbox"/> Led by Classroom Teacher & AP <input type="checkbox"/> Meeting with Parents/Carer and AP <input type="checkbox"/> AP discusses with School Executive	<input type="checkbox"/> Led by AP and AP LST <input type="checkbox"/> Classroom Teacher Involved <input type="checkbox"/> Principal Notified	<input type="checkbox"/> Led by Principal & AP LST <input type="checkbox"/> School Counselling Team Involvement <input type="checkbox"/> Access to Team Around a School* <input type="checkbox"/> Director, Educational Leadership <i>(if req.)</i> *
<b>PLANNING</b> <i>What planning and/or documents are used?</i>	<input type="checkbox"/> Adjustments to Learning <input type="checkbox"/> Quality Differentiated Practice <input type="checkbox"/> Supplementary <input type="checkbox"/> Substantial <input type="checkbox"/> Extensive <input type="checkbox"/> Adjustments to Socialising <input type="checkbox"/> Regulation Breaks <i>(whole class)</i> <input type="checkbox"/> PLASP <i>(if required)</i> <input type="checkbox"/> PLP <i>(Aboriginal students only)</i>	<input type="checkbox"/> School Bytes Wellbeing Module* <input type="checkbox"/> Safety Plan <i>(if required)</i> <input type="checkbox"/> Health Care Plan <i>(if applicable)</i> <input type="checkbox"/> Behaviour Management Plan <input type="checkbox"/> Risk Management Plan <input type="checkbox"/> Crisis Management Plan <input type="checkbox"/> Mental Health Care Plan*	<input type="checkbox"/> Learning & Support Referral <input type="checkbox"/> AP Learning & Support Caseload <input type="checkbox"/> Transition Plan <i>(if applicable)</i> <input type="checkbox"/> Communication Booklet <input type="checkbox"/> Brain Breaks <i>(individual)</i>	<input type="checkbox"/> Warning of Suspension/s <i>(if required)</i> <input type="checkbox"/> Suspension/s <i>(if required)</i> <input type="checkbox"/> Part Day Exemption Plan <i>(if required)</i> <hr/> <input type="checkbox"/> Multi-Disciplinary Team Meeting <input type="checkbox"/> WHIN Nurse Referral* <input type="checkbox"/> APLAS Referral (through LST AP) <input type="checkbox"/> APLAS Observations & Recommendations <input type="checkbox"/> Counsellor Referral
<b>DAILY ACTIONS</b> <i>What happens every day to support students?</i>	<input type="checkbox"/> PBL Expectations & Lessons <input type="checkbox"/> Behaviour Continuum <input type="checkbox"/> The Resilience Project Lessons* <input type="checkbox"/> PIPs <i>(Fast &amp; Frequent)</i> <input type="checkbox"/> Restorative Conversations <input type="checkbox"/> Past, Present, Future <input type="checkbox"/> Circle Work <input type="checkbox"/> Expectation Clarity <input type="checkbox"/> Four E's <i>(Executive only)</i>	<input type="checkbox"/> Meeting with Parents/Carers <input type="checkbox"/> Restorative Conversations <input type="checkbox"/> Classroom Action Plan <input type="checkbox"/> Buddy Class <i>(when required)</i> <input type="checkbox"/> Flagged in Communication Meetings	<input type="checkbox"/> Meeting with Parents/Carers <input type="checkbox"/> Aboriginal SLSO <i>(if applicable)</i> <input type="checkbox"/> Functional Behaviour Assessment <input type="checkbox"/> Cool-Off Zones <i>(classroom)</i> <input type="checkbox"/> Amended Playground Plan <input type="checkbox"/> NDIS In-School Support	<input type="checkbox"/> Meeting with Parents/Carers <input type="checkbox"/> Disability Confirmation Sheet <input type="checkbox"/> Paediatric Reports <input type="checkbox"/> Access Request (IFS or Support Class) <input type="checkbox"/> SLSO Support <input type="checkbox"/> Reverse Integration <i>(Transition plan req.)</i> <input type="checkbox"/> Itinerant Support <i>(if criteria is met)*</i>
<b>PROGRAMS OR INITIATIVES</b> <i>The planned programs which are strategically implemented.</i>	<input type="checkbox"/> PBL Awards & Prizes <input type="checkbox"/> Planning Room <i>(if required)</i> <input type="checkbox"/> Rumble's Quest Data (Yr 1-6)* <input type="checkbox"/> Tell Them From Me Survey (Yr 4-6)* <hr/> <input type="checkbox"/> Life Skills Go Check-Ins <i>(daily)*</i>	<input type="checkbox"/> Social Play <i>(lunch times with LST)</i> <input type="checkbox"/> Social Stories, Posters & Lessons <input type="checkbox"/> Zones of Regulation <input type="checkbox"/> Targeted Professional Learning <i>(staff)</i>	<input type="checkbox"/> Learning & Support <input type="checkbox"/> Intervention <i>(academic focused)</i> <input type="checkbox"/> Targeted Program/s* <i>(e.g. PALS)</i> <input type="checkbox"/> Cultural Group <i>(if applicable)</i> <input type="checkbox"/> Adapted 'Task' Board	<input type="checkbox"/> Learning & Wellbeing Officer Support* <input type="checkbox"/> Networked Specialist <i>(Principal only)*</i> <input type="checkbox"/> Behaviour Specialist <i>(Principal only)*</i> <input type="checkbox"/> HSLO <i>(for attendance concerns only)*</i>
<b>PROFESSIONAL LEARNING</b> <i>What our staff will do to upskill and support.</i>	<input type="checkbox"/> Code of Conduct <i>(annually)</i> <input type="checkbox"/> Child Protection <i>(annually)</i> <input type="checkbox"/> PBL Refresher <i>(every two years)</i> <input type="checkbox"/> Restorative Practices <i>(termly)</i> <input type="checkbox"/> 8 Ways Aboriginal Learning	<input type="checkbox"/> Disability Standards (every three years) <input type="checkbox"/> Classroom Management Fundamentals	<input type="checkbox"/> Autism Training <i>(where applicable)</i> <input type="checkbox"/> CPI Training formerly MAPA	<input type="checkbox"/> FBA Training (LST and Executive) <input type="checkbox"/> Online Training Modules <i>(as needed)</i> <input type="checkbox"/> Policy & Procedure Updates <i>(Principal)</i>

\* denotes External Resource or Support.

SCHOOL PLAN			SCHOOL EXCELLENCE FRAMEWORK v3		TEACHING STANDARDS		WELLBEING FRAMEWORK		
<input type="checkbox"/>	Strategic Direction 1	Student Growth & Attainment	Learning	Wellbeing > Caring for Students	Professional Knowledge	Know students & how they learn	<input checked="" type="checkbox"/>		Connect
<input checked="" type="checkbox"/>	Strategic Direction 2	Wellbeing	Teaching	Reporting > Parent Engagement	Professional Practice	Create & maintain supportive & safe learning environments	<input checked="" type="checkbox"/>		Succeed
<input type="checkbox"/>	Strategic Direction 3	High-Impact Teaching & Learning	Leading	Effective Classroom Practice > Classroom Manag. Learning & Development > Professional Learning Educational Leadership > Community Eng. Mang. Practices & Processes > Service Delivery	Professional Engagement	Engage professionally with colleagues, parents/carers & community.	<input checked="" type="checkbox"/>		Thrive

Principal: Mitchell Welham

Updated: 23 January 2024