

Ripley Valley State Secondary College Wellbeing Framework 2026 to 2029



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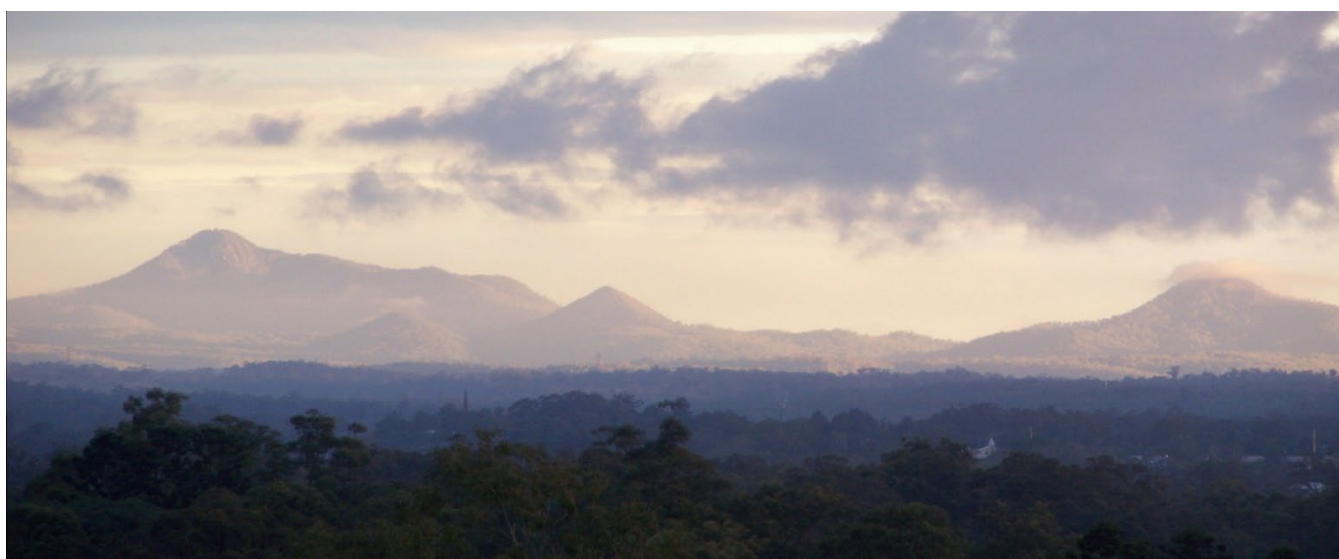
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Acknowledgement of Country

Acknowledgement of Traditional Owners



Ripley Valley State Secondary College acknowledges the Traditional Owners of the lands on which our school is built, the Yuggera, and Ugarapul people. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples.



School Vision, Values and Culture

School Wellbeing Vision

At Ripley Valley State Secondary College, the wellbeing of students, staff, and the wider community is recognised as essential to optimising outcomes for young people. The College maintains the belief that every teacher is a teacher of wellbeing, and that through a coordinated, systematic approach to student engagement and wellbeing, it can fulfil its motto of “Achieving Excellence Together.”

School Values

At Ripley Valley State Secondary College, the following values are upheld and actively promoted.

- ❖ Respect
- ❖ Responsibility
- ❖ Perseverance

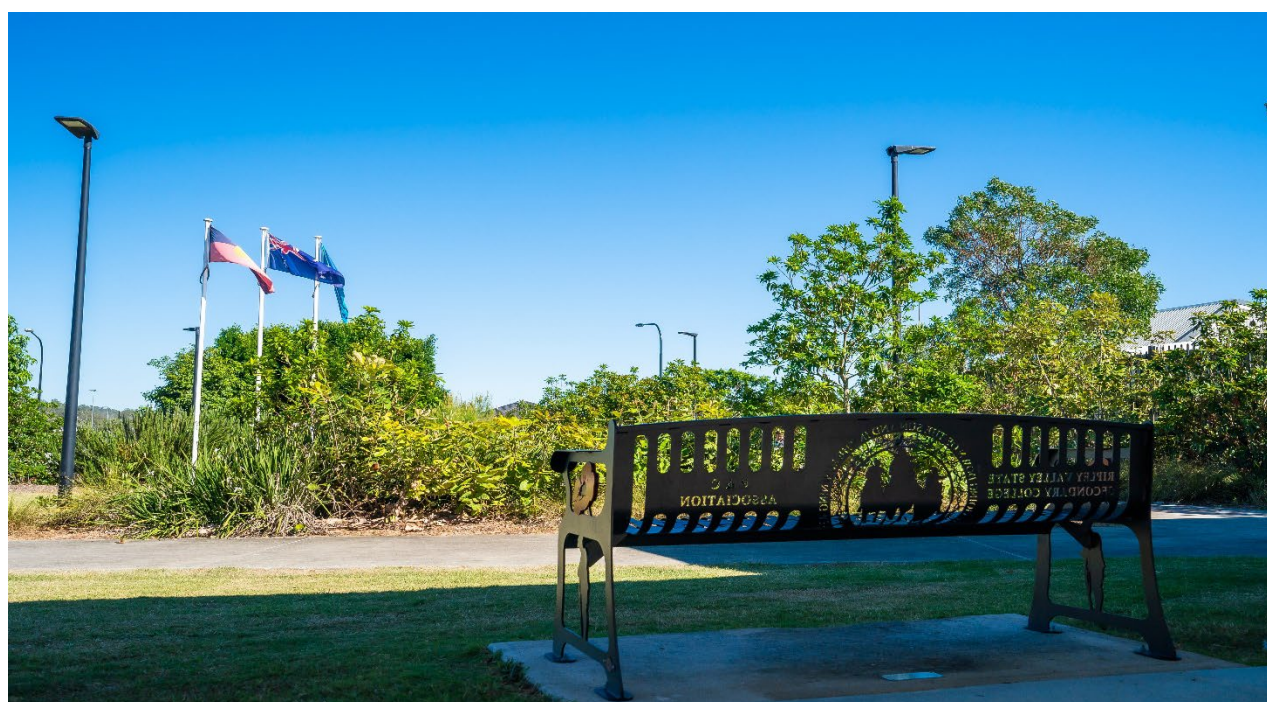
School Culture and Context

Ripley Valley State Secondary College (RVSSC) is located 41 km south-west of Brisbane's CBD in the City of Ipswich and serves one of the fastest-growing greenfield developments in Southeast Queensland. Established in 2020, the College supports a rapidly expanding and diverse population, with students representing a wide range of cultural, socio-economic, linguistic, and family backgrounds. Currently, 6.9% of students identify as Aboriginal and Torres Strait Islander, and 17.9% are EALD learners. Situated close to Amberley Military Base, 7.8% of students have a parent serving in the ADF. The College's ICSEA score of 996 aligns closely with the national average (1000).

RVSSC is centred on high expectations, innovation, inclusion, and strong community connection. The College motto, Achieving Excellence Together, reflects a shared commitment to ensuring every student succeeds. The Annual Implementation Plan priorities include: Effective and Inclusive Pedagogy; fostering a Culture of Excellence and Engagement; and strengthening Collaborative Pathways and Partnerships. At RVSSC, the individual is kept at the heart of decision-making, with equitable opportunities provided so that all students may become productive citizens, ethical leaders, and positive contributors to their communities, country, and global society.

Ripley Valley SSC is a fully inclusive educational institution, intentionally designed from its foundation to ensure that every learner is welcomed, supported, and educated alongside peers. Inclusion at RVSSC extends beyond meeting legislative requirements under the Disability Standards for Education (2005); it is deliberately cultivated across the learning environment so that all students are able to express their strengths and experience success and belonging. Staff implement Universal Design for Learning (UDL) principles to enhance engagement for all learners. A respectful and tolerant learning environment is further strengthened through the explicit teaching of positive behaviour via Positive Behaviour for Learning (PBL), while a deep sense of belonging is intentionally promoted through the 11 Principles of Fisher and Frey's Belonging Framework

These approaches are embedded within the College's Multi-Tiered System of Support (MTSS), ensuring that academic, behavioural, and wellbeing supports are coordinated, equitable, and matched to the level of student need. A strengths-based approach, informed by contemporary Positive Psychology, underpins the College's wellbeing practices and contributes to a positive and supportive learning environment. Through the Student Support Service Committee, a multidisciplinary group of wellbeing professionals, the College embraces holistic wrap around support for vulnerable students and works collaboratively with external services to create positive outcomes for its learners.



Whole School Approach to Wellbeing

Defining Mental Health

Mental Health: a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community

Source: World Health Organisation 2025

The Need for a Coherent Whole-School Approach to Wellbeing

There has been an increase in mental health disorders over amongst children and adolescents since the pandemic (World Health Organisation, 2023). Psychological distress within the 15 to 24 age demographic in Australia has more than doubled over the past decade with almost half (42.3%) of people aged 15-24 were psychologically distressed in 2021, up from 18.4% in 2011 (The Guardian, 2024). Rising mental health concerns highlight the need for a coherent whole school approach that preserves the sustainability of support services and aligns with the public sector's commitment to equitable service delivery (Queensland Public Service Commission, 2023).

A Systematic Approach to Student and Staff Wellbeing

A whole-school approach to wellbeing is based on the understanding that wellbeing requires intentional, system level planning and cannot be achieved through disconnected or one-off programs. When wellbeing is treated as an optional add-on, initiatives risk being perceived as "nice to have" and fail to establish the coherence, linkages and organisational outcomes required to create meaningful change (Green, 2025).

Teacher wellbeing is also a critical component of a whole-school approach. Research demonstrates that teachers' emotional states directly influence classroom climate, with students likely to mirror the positive expressions, behaviours and interpersonal tone modelled by their teachers (Dreer, 2023). Enhanced teacher wellbeing contributes to stronger teacher and student relationships; increased student motivation and engagement; and improved learning outcomes for students.

RVSSC staff recognise that learning and wellbeing are inseparable. Students learn best when they feel safe, supported and successful, and this belief underpins the school's commitment to a coherent, evidence-informed, whole-school approach to wellbeing. At Ripley Valley SSC, a whole school wellbeing approach is embedded across culture, pedagogy, relationships and support systems through the integration of the following key frameworks:

- **Positive Behaviour for Learning (PBL):** Explicitly teaching, modelling and reinforcing behavioural expectations to create a consistent and predictable environment.
- **Positive Psychology and PERMAH:** Strengthening engagement, resilience and wellbeing through strengths-based practices aligned with the science of flourishing.
- **Multi-Tiered System of Support (MTSS):** Ensuring wellbeing, behaviour and academic supports are proactive, equitable and informed by high-quality data.
- **Fisher and Frey Belonging Framework (Fisher et al., 2023):** Building a relational culture in which every student feels known, valued and connected.
- **Social and Emotional Capabilities: Embedding the Australian Curriculum's Personal and Social Capability** across all learning areas to develop students' self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Strategic Alignment

Underpinning Frameworks, Policy Documents and Strategic Plans

The guiding policies and principles associated with wellbeing can be found at every level of strategic planning within the state education system. For Ripley Valley State Secondary College, these include:

- ❖ [The Australian Student Wellbeing Framework](#)
- ❖ [Department of Education \(Queensland\)strategic plan 2025 to 2029.pdf](#)
- ❖ [Department of Education Queensland equity and excellence strategy.pdf](#)
- ❖ [State schools Improvement strategy 2022 to 2026 every student succeeding.PDF](#)
- ❖ [Metropolitan Region's Strategic Plan 2021-2024](#)
- ❖ [DoE Learning and Wellbeing Framework](#)
- ❖ [DoE Staff Wellbeing Framework and DoE Wellbeing Planning Guide](#)
- ❖ [DoE Principal Health and Wellbeing Strategy 2020 - 2022](#)
- ❖ [DoE Supporting Students Mental Health and Wellbeing Procedure](#)
- ❖ [Positive Education - PERMAH](#)
- ❖ [Ripley Valley SSC Annual Implementation Plan 2025.pdf](#)
- ❖ [Ripley Valley SSC Student Code of Conduct](#)
- ❖ [Ripley Valley SSC Anti Bullying Policy](#)
- ❖ [Positive Behaviour for Learning Framework](#)
- ❖ [Ripley Valley SSC Inclusive Education Policy](#)
- ❖ [Fisher and Frey Belonging Framework](#)

Australian Student Wellbeing Framework



LEADERSHIP

Visible leadership to inspire positive school communities

Principals and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.



INCLUSION

Inclusive and connected school culture

All members of the school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.



STUDENT VOICE

Authentic student participation

Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.



PARTNERSHIPS

Effective family and community partnerships

Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.



SUPPORT

Wellbeing and support for positive behaviour

School staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning.



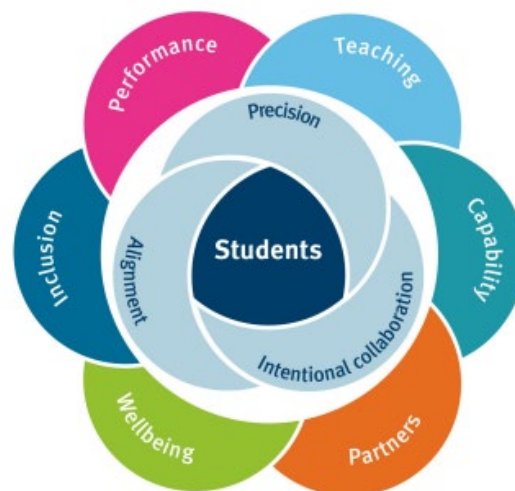
State School's Improvement Strategy 2022 to 2026 – Every Child Succeeding

Priorities

- Success and wellbeing for all children and students as they transition through each stage of learning in an inclusive and equitable education system.
- Continuous improvement in the access to, and teaching, learning and assessment of, the Queensland Kindergarten Learning Guideline, the Australian Curriculum and the senior syllabuses.

Principles:

- ❖ **Alignment** — our shared understanding of the Queensland Kindergarten Learning Guideline, the Australian Curriculum, the senior syllabuses and the policies that govern our work and the strategic use of resources.
- ❖ **Precision** — how we use evidence to identify the 'right work' and do the 'work right' by building capability, planning, implementing, monitoring and reviewing.
- ❖ **Intentional collaboration** — the deliberate actions we take to work together, learn together and improve together.



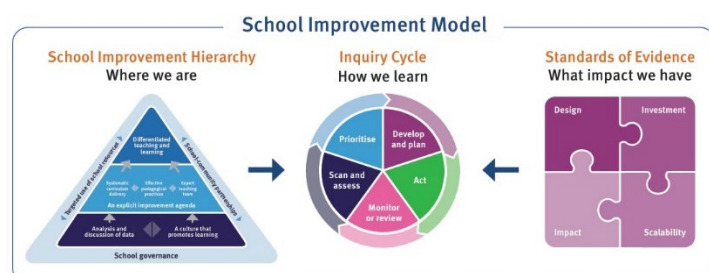
Ripley Valley State Secondary College Strategic Plan – School Priority: Culture of Excellence and Engagement

- ❖ Embedded culture of continuous improvement to foster excellence and engagement and improve student outcomes
- ❖ Embedded culture that valued inclusion and wellbeing and is responsive to the diverse needs of all students
- ❖ Engaged parents carers and community to promote collective efficacy and improve outcomes

Evidenced Based Structure for Developing Wellbeing

School Improvement Model

The *School Improvement Model* has been used to guide the development of wellbeing at Ripley Valley State Secondary College. The three components of this model include the School Improvement Hierarchy, the Inquiry Cycle and the Standards of Evidence Framework.



Guiding questions

1. How are all students engaged and improving in their learning?
2. How do we know and monitor our impact?
3. What can we do better?
4. How are we sharing our learning?

Collection of Baseline Data on Wellbeing

The improvement journey of wellbeing at Ripley Valley SSC has been based on a wealth of evidence drawn from a range of guiding data sets. These include:

- ❖ School Opinion Survey
- ❖ OneSchool Behaviour and SDA data
- ❖ HR data (staff absenteeism)
- ❖ Daymap attendance data
- ❖ Student retention data
- ❖ Queensland Engagement and Wellbeing (QEW) Survey
- ❖ VIA Character Survey
- ❖ Staff Wellbeing Needs Assessment

Guiding Groups

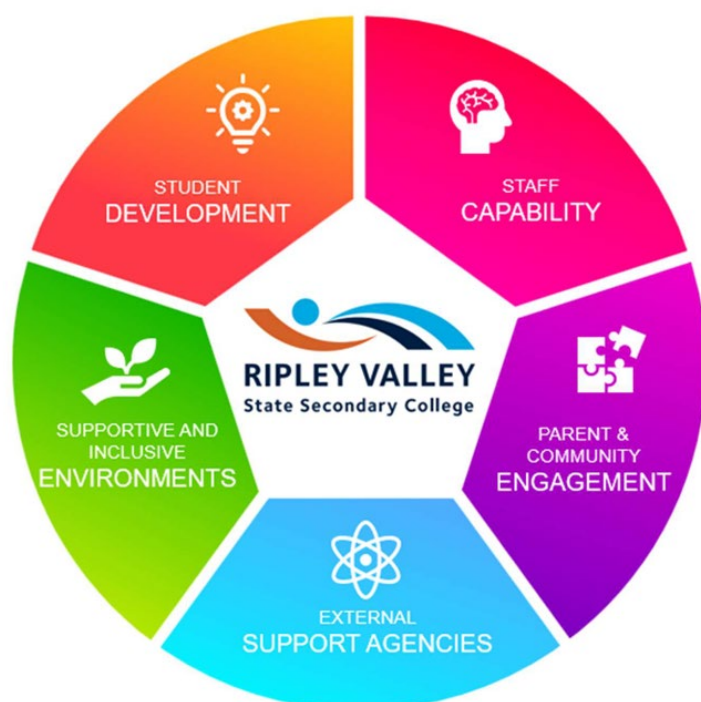
- ❖ College Executive Team and Leadership Team
- ❖ Student Support Services Team
 - Deputy Principal – Culture and Engagement
 - Guidance Officers
 - Head of Diverse Learners
 - Community Education Counsellor (identified)
 - African Youth Support Worker
 - Pacific Islander Liaison Officer (PILO)
 - Defence Services Mentor
 - Speech Language Therapist
 - Chaplains
 - Industry Liaison Officer
 - Youth Support Workers
 - Student Services AO2
- ❖ Year Level Coordinators
- ❖ Ripley Valley SSC PBL Team and Sub-Committees
- ❖ Student Leaders School Representative Council (SRC)
- ❖ Student Peer Mentors
- ❖ RVSSC P&C Committee
- ❖ Ripley Valley SSC Social Club
- ❖ Local Consultative Committee (LCC)
- ❖ Professional Learning Communities PLCs (teaching and learning)

Ripley Valley SSC Wellbeing Framework

RVSSC Wellbeing Framework

The Ripley Valley State Secondary College Wellbeing Framework has been developed to reflect the aforementioned strategic plans as well as the Department of Education's frameworks relating to wellbeing, including:

- Student Learning and Wellbeing Framework
- Staff Wellbeing Framework
- Principal Health and Wellbeing Strategy



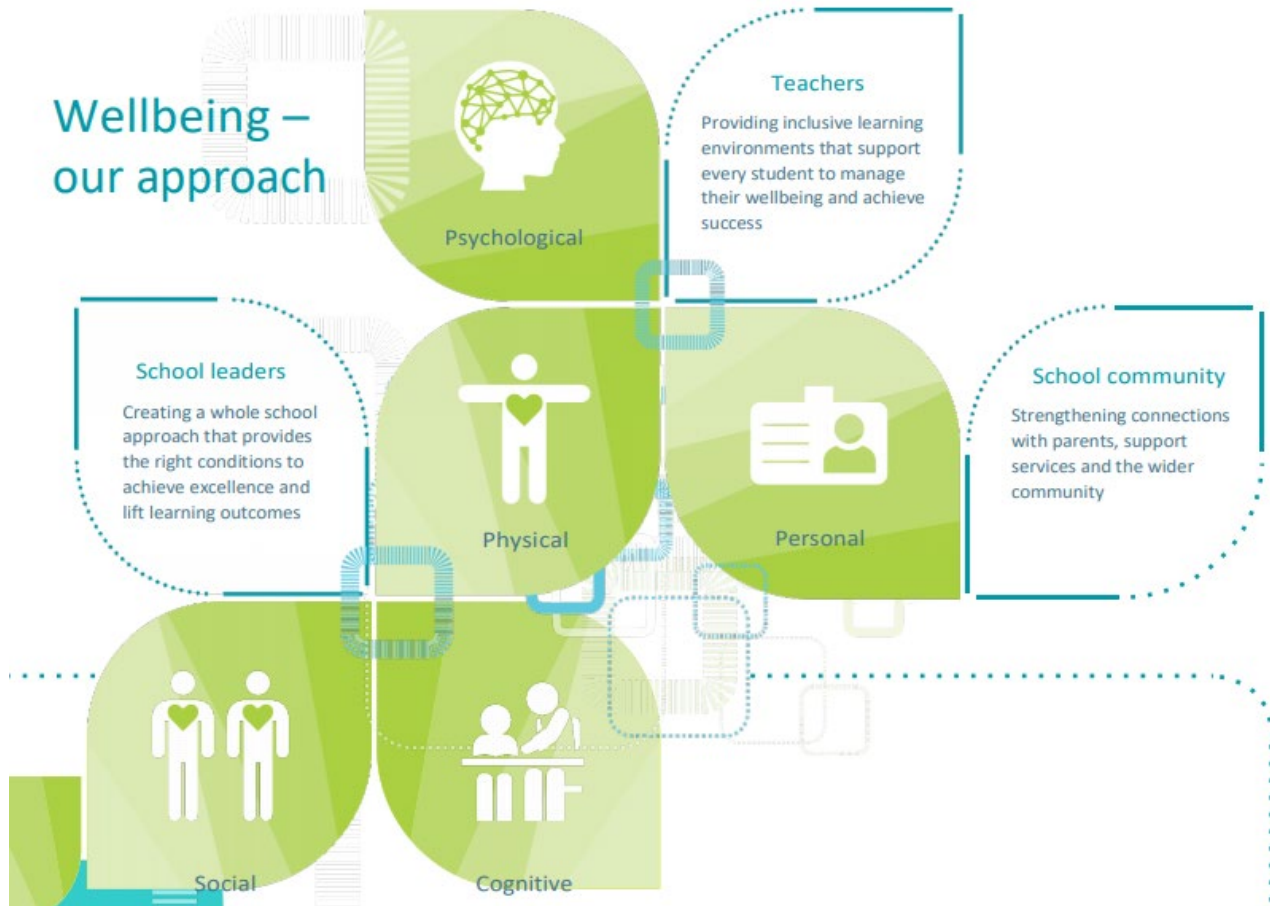
The framework represents the key priorities and stakeholder groups involved in creating a safe, inclusive and connected school community that promotes wellbeing and learning. This includes:

- Students – reflecting the psychological, physical, personal, social and cognitive needs
- Staff – reflecting the physical, financial, occupational, psychological and social needs of our staff
- Environment – reflecting the environmental factors that impact wellbeing and mental health
- Support Agencies – representing the wide variety of external providers and support agencies that we engage with to support wellbeing and mental health at Ripley Valley SSC
- Parents and Community – reflecting the collective efficacy of our parent & wider community

Student Wellbeing

Student Learning and Wellbeing Framework

The department's [Student Learning and Wellbeing Framework](#) guides schools as they develop a whole school approach to learning and wellbeing. The Framework is used at Ripley Valley SSC to guide the provision of inclusive and supportive environments that nurture students so they become healthy, confident and resilient lifelong learners.



Governing, Guiding and Supporting Documents

The Department's *Student Learning and Wellbeing Framework* is governed, guided and supported by:

- ❖ [Supporting Student's Mental Health and Wellbeing Procedure](#)
- ❖ [Mandatory Student Protection and Training Requirements](#)
- ❖ [Positive Behaviour for Learning Framework](#)
- ❖ [Inclusive Education Policy Statement](#)
- ❖ [Every Aboriginal and Torres Strait Islander Student Succeeding Strategy](#)
- ❖ [Parent and Community Engagement Framework](#)
- ❖ [Student Discipline Procedure](#)

Whole School Approach to Student Learning and Wellbeing

The Department's *Student Learning and Wellbeing Framework* identifies three clear approaches to developing student learning and wellbeing across the school. These include:



At Ripley Valley SSC we create safe, supportive and inclusive environments through:

- ❖ The provision of a Student Support Services (SSS) Team, comprised of:
 - Deputy Principal oversees PBL and Strategic management of schoolwide wellbeing programs
 - Head of Department for Inclusion – Strategic management of Inclusion practices
 - Guidance Officer – Complex case management and referrals to external agencies
 - Youth Support Coordinator (YSC) – Organisation of targeted support programs
 - Speech Language Pathologist – Support for students in need of speech/language
 - Defence Transition Mentor – Supporting all students from Defence families
 - Community Education Counsellor - supports Aboriginal and Torres Strait Islander students' engagement, wellbeing, culture, and success.
 - Pacific Islander Liaison Officer - supports Pasifika students' engagement, wellbeing, cultural connections, and school–family partnerships.
 - African Student & Family Support Mentor (ASFMSM)/Youth Worker - works closely with our African students, supporting their wellbeing, fostering cultural connection, and building pathways for success
 - School Chaplain – Organisation of religious education and engagement programs
- ❖ Positive Behaviour for Learning (PBL) Framework which underpins our school's Vision, Values and Behaviour Expectation Matrix.
- ❖ Promoting and celebrating positive student behaviour through Rewards Vault program.
- ❖ Our schoolwide approach to inclusive education, which provides school level support for: students with disabilities; students with mental health needs; students who identify as LGBTIQ+; gifted and talented students; refugee students; cultural and linguistically diverse students; students in out-of-home care; Aboriginal and Torres Strait Islander students; and rural students.
- ❖ Provision of a Student Support Services Hub to provide a safe and inclusive environment for those students who require support and intervention.
- ❖ Provision of a GP Clinic (Nurse Practitioner) designed to support the physical and mental health of all students.

At Ripley Valley SSC we build the capability of staff, students and the wider community through:

- ❖ The provision of professional development opportunities designed to build the capacity of staff to support the mental health and social and emotional wellbeing of all students in the school.
- ❖ The delivery of PBL lessons designed to promote the *Personal and Social Capabilities* of self-awareness, self-management, social awareness and social management.
- ❖ The delivery of specified health and wellbeing education programs, including: [Respectful relationships education program](#); [Alcohol and other drugs education program](#); and [CPR for Life](#).
- ❖ The provision of a broad range of targeted health and wellbeing programs and initiatives developed and managed by the Student Support Services Team.
- ❖ Engagement of parents and the wider community through: open communication channels (Newsletters, Social Media, Phone, SMS, Email); and information sessions at the school.

At Ripley Valley SSC we develop strong systems for early intervention through:

- ❖ Provision of a clear referral system for students at risk.
- ❖ Use of Personalised Learning Plans (PLPs) to map intervention measures for all students in need of support.
- ❖ Aligned and consistent practices around student intervention measures based on the Multi-Tiered System of Support (MTSS): Tier 1 - Universal support; Tier 2 - Targeted interventions; Tier 3 – Substantial/Extensive interventions.
- ❖ Guidance Officer offering complex case management and external referrals for students in need.
- ❖ Fortnightly meetings of Year Level Teams – including DP, HODs, and YLC
- ❖ Weekly meetings of the Student Support Services Team for Junior and Senior student outcomes
- ❖ Linking with external agencies and health providers to provide support for students in need.



Wellbeing Initiatives at Ripley Valley SSC to sustain wellbeing and promote engagement

Ripley Valley SSC provides a broad range of initiatives and programs ranging from universal to intensive supports. These include:

Tier 3 – INTENSIVE (5%)

Individualised supports for students with complex or persistent needs:

- Complex case management (GO, HOD Diverse Learners)
- ICPs, IBSPs, Safety Plans
- 1:1 wellbeing sessions and complex transitions
- Education Support Plans
- Collaboration with external agencies (CYMHS, Headspace, health providers, Child Safety)

Tier 2 – TARGETED (15%)

Targeted programs that build social skills, resilience and positive peer relationships:

- Small-group programs (Rock & Water, RAGE, RAP, Shine, Chillax, Managing the Bull, SAS)
- Cultural groups (African, Pacifica, Indigenous)
- Targeted 1:1 wellbeing check-ins
- IGNITE and extension programs
- Short-term social-skills groups

Tier 1 – UNIVERSAL (80%)

Whole-school practices that build connection, positive relationships, and community:

- PBL lessons and consistent expectations
- PERMAH and Positive Psychology practices
- Fisher & Frey Belonging strategies
- ACARA Personal & Social Capability
- House System and whole-school rewards
- Cultural inclusion and Acknowledgement of Country
- Year 6 to 7 transition
- Extra-curricular academies, sports and clubs
- Stymie reporting platform
- Whole-school wellbeing events

Positive Behaviour for Learning (PBL)

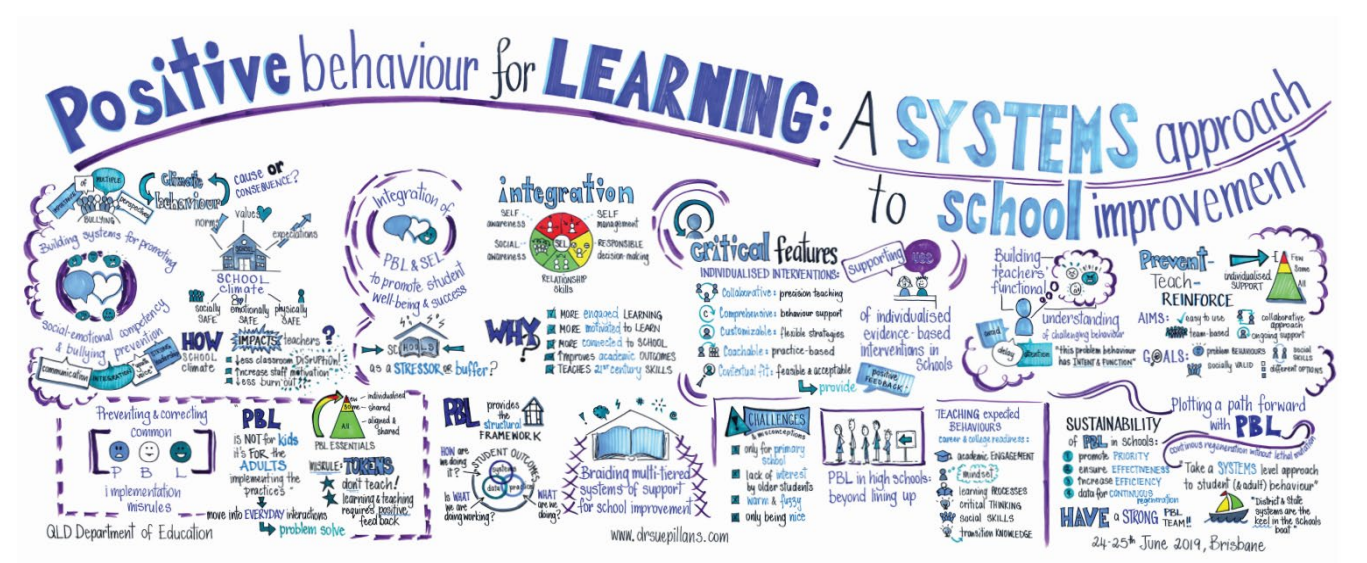
Positive Behaviour for Learning (PBL) is a whole-school framework that promotes positive behaviour and supports the development of safe, respectful and well-ordered learning environments, and it remains the system approved for use in Queensland state schools (Loucks, 2022). Consistent with the Queensland Department of Education's description of PBL as a whole-school approach to behaviour and engagement, Ripley Valley SSC emphasises the explicit teaching of expected behaviours, proactive support for all students, and the creation of a culture where every learner feels safe, supported and included (Queensland Department of Education, 2020).

At Ripley Valley SSC, PBL strengthens a welcoming and positive school culture through explicit teaching of behavioural expectations across all settings. Weekly PBL focus lessons in Years 7–9 reinforce these expectations, and students are acknowledged when they demonstrate behaviours aligned with the school values of Respect, Responsibility and Perseverance. The Ripley Rewards Program forms a core component of this framework, enabling students to earn, accumulate and redeem points through stamped acknowledgements.

PBL aligns with the Department's tiered model of intervention and complements the school's broader Multi-Tiered System of Support (MTSS). Both frameworks provide a continuum of differentiated supports, including explicit whole-school teaching (Tier 1), targeted intervention for students requiring additional assistance (Tier 2), and in Tier 3, individualised supports for students with complex needs (Sugai & Horner, 2020). This ensures strong universal foundations alongside flexible, data-informed responses to behavioural, emotional and academic needs.

The PBL framework at RVSSC is overseen by the Deputy Principal for Culture of Excellence and Engagement and implemented by the PBL Team, supported by several sub-committees. These committees meet twice per term to monitor behaviour and engagement data, plan targeted lessons, and strengthen a culture that values inclusion, wellbeing and personal growth.

Sub-Committee	Purpose/Focus
Data Team	<ul style="list-style-type: none"> ❖ Collation and analysis of PBL data. ❖ Identification of trends ❖ Presentation of data to PBL and Staff
Curriculum and Pedagogy Team	<ul style="list-style-type: none"> ❖ Development of content for PBL lessons ❖ Integration of PBL into the curriculum
Rewards Team	<ul style="list-style-type: none"> ❖ Organisation of student rewards program ❖ Management of rewards vault ❖ Digital rewards
Marketing Team	<ul style="list-style-type: none"> ❖ Promotion of PBL within the school and community
Wellbeing Team	<ul style="list-style-type: none"> ❖ Student support and oversight of whole school wellbeing ❖ Wellbeing activities for staff and students



Expected School Behaviour Matrix

Expected School Behaviour Matrix					
	WHOLE SCHOOL	CLASSROOM	OUT OF CLASS	TRANSITIONS / MOVEMENT	OFF CAMPUS
RESPECT	<ul style="list-style-type: none"> Use manners & speak politely Follow procedures and instructions Use school equipment & facilities with care Value the right of others to learn and express their opinions Have regard for self & others 	<ul style="list-style-type: none"> Use manners & speak politely at all times Follow class procedures & instructions Use school equipment & facilities with care Accept difference in others Accept everyone's right to express their feelings and opinions Accept everyone's right to learn in their own way 	<ul style="list-style-type: none"> Maintain our grounds and amenities in a neat and tidy manner Behave safely Follow canteen procedures Be respectful to others and speak kindly 	<ul style="list-style-type: none"> Complete all school movement promptly & quietly Provide an explanation if you arrive late or depart early Sign in at Admin if you arrive after 8:55am. Walk safely 	<ul style="list-style-type: none"> Respect other road and footpath users. Show respect, courtesy and manners to all people through your language and actions in the wider community.
RESPONSIBILITY	<ul style="list-style-type: none"> Follow all school policies and procedures Own your behaviour Be in the right place at the right time Wear full correct school uniform with pride Maintain an environment that is clean, safe and non-threatening 	<ul style="list-style-type: none"> Stand quietly in line Be ready for class with your book, pen, diary and Laptop charged Adopt a learner attitude Remove your hat Store your bag in designated area Complete class work, homework, assessment and, meet deadlines Be organised; access Daymap and use your diary Catch up on missed learning 	<ul style="list-style-type: none"> Support the rights of others to be physically and emotionally safe Keep grounds tidy for all (if you see rubbish, put it in the bin) Report bullying 	<ul style="list-style-type: none"> Act in a way that ensures all lessons proceed without disruption Right place, right time Be sun safe 	<ul style="list-style-type: none"> Follow Code of Conduct for school travel (bus/train) Follow all traffic and pedestrian laws Remember that school policies and procedures apply travelling to and from school Report anti-social behaviours
PERSEVERANCE	<ul style="list-style-type: none"> Set and achieve personal goals Participate fully to ensure you are a successful learner Strive to display resilience, a growth mindset & determination Make positive choices to ensure your overall health & wellbeing Act with dignity Speak positively about your school 	<ul style="list-style-type: none"> Strive for excellence Be an active learner Seek and act on feedback from your teacher Be persistent with challenging tasks or learning Own your future and your learning Set a positive example and encourage your peers Leave classroom ready for the next class Acknowledge my own and others' achievements 	<ul style="list-style-type: none"> Learn to be resilient and take appropriate actions. Act with fairness 	<ul style="list-style-type: none"> Arrive at class on time and ready to start afresh Use the transition between lessons to re-set your growth mindset 	<ul style="list-style-type: none"> Be an active citizen Behave in a manner which upholds the good reputation of our school, community and values. Wear the uniform with pride Celebrate the achievement your peers and you earn

House Structure

There is a strong House structure at Ripley Valley State Secondary College, which is used to promote a spirit of community and sense of belonging within the College. Students and staff are placed into one of four Houses upon enrolment: Blaine, Flinders, Goolman and Perry, which are named for the surrounding mountains of the Ripley Valley. Throughout the year, students are encouraged to participate in a range of sporting, social and community events, which allow them to gain points for their House. At the end of each term there is a rewards trip for those students whose behaviour and attendance has been commendable.

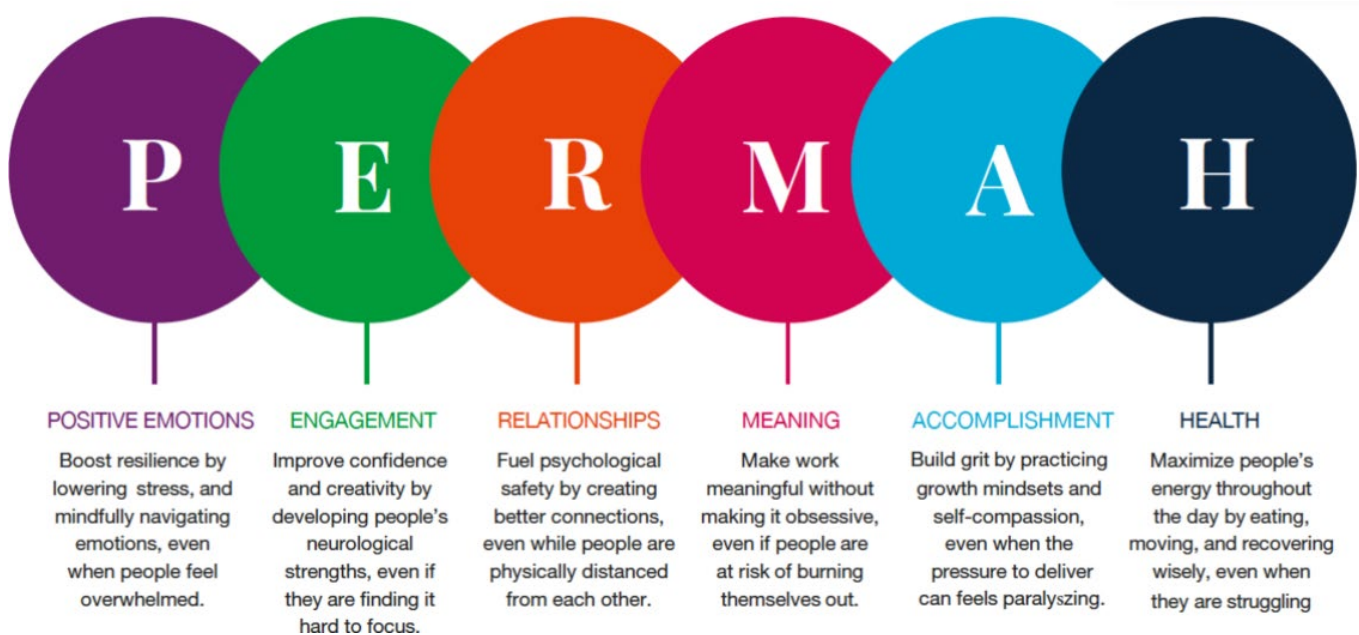


Positive Education and PERMAH

Positive Education, grounded in the principles of Positive Psychology, is one of the approaches adopted at Ripley Valley State Secondary College to strengthen belonging, connection and student flourishing. Emerging in the late 1990s as a shift from the traditional “disease model” of psychology, Positive Psychology focuses on the strengths and internal resources individuals can draw upon to build resilience and thrive (Seligman, 2011).

Positive Education applies this research in school settings to enhance wellbeing, engagement and academic performance. It promotes the intentional development of character strengths, optimism, gratitude, hope and prosocial behaviour to support meaningful and purpose-driven lives.

Its organising framework is Seligman’s PERMA model: Positive Emotion, Engagement, Relationships, Meaning and Accomplishment extended at RVSSC through the PERMAH model, which includes Health as a sixth pillar. These domains guide our wellbeing practices, classroom interactions and schoolwide initiatives, supporting students to develop lifelong skills for wellbeing and success.



Wellbeing Education at Ripley Valley SSC

Wellbeing education (Social and Emotional Learning) is delivered fortnightly by classroom teachers and is embedded across the curriculum at Ripley Valley State Secondary College. As a Positive Behaviour for Learning (PBL) school, wellbeing is taught explicitly through PBL focus lessons, supported by signage, assembly items, and school-wide communications. These lessons also draw on the PERMAH model of wellbeing and align with the College values of Respect, Responsibility and Perseverance. Additionally, wellbeing learning is integrated across all subject areas, with the ACARA Personal and Social Capability continuum mapped to the school-wide curriculum plan, enabling teachers and Year Coordinators to provide targeted wellbeing lessons during core curriculum time.

Ripley Valley SSC recognises that social and emotional learning should be continuous and responsive to student needs. Each year, students complete the Queensland Engagement and Wellbeing Survey, which guides the selection of programs, guest speakers, and targeted PBL/PERMAH lessons for Years 7 and 8. Senior students receive targeted wellbeing instruction through Career Education classes, with a focus on respectful relationships and essential life skills identified through emerging wellbeing data.



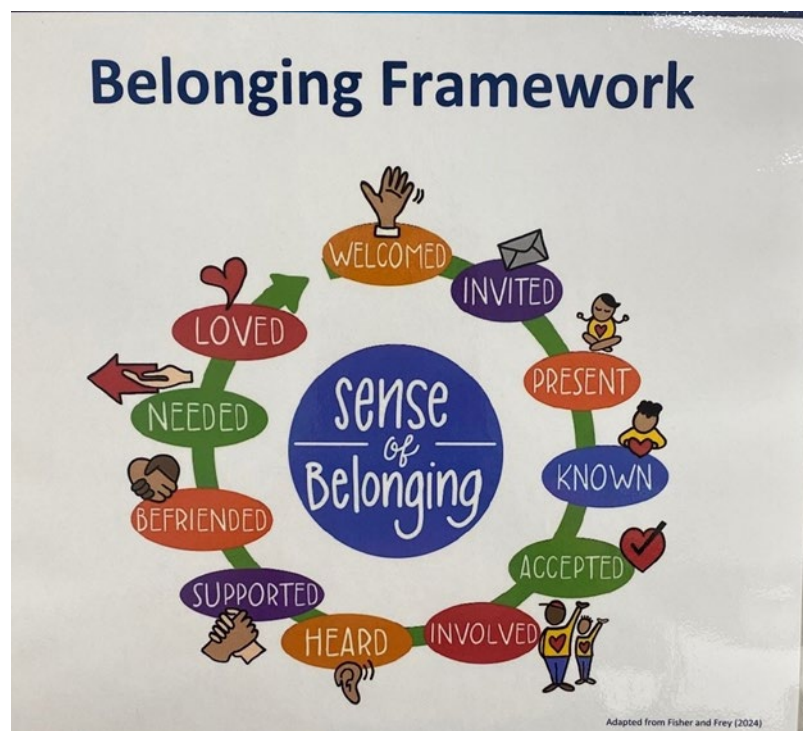
Fisher and Frey (2024) Belonging Framework

Ripley Valley State Secondary College adopts Fisher and Frey's (2024) Belonging Framework as a core component of our wellbeing and inclusion practices and as a Tier 1 intervention. The framework identifies eleven relational experiences that students need to develop a genuine sense of belonging: feeling welcomed, invited, present, known, accepted, involved, heard, supported, befriended, needed, valued and loved. These experiences shape how students see themselves in our school community and directly influence engagement, attendance, wellbeing and academic success and we have seen the benefits already of engaging with this framework.

At RVSSC, the Belonging Framework is a Tier 1 (universal wellbeing intervention) woven through classroom practice, and whole-school routines. Teachers and support staff intentionally create spaces where students feel seen and valued through positive greetings, predictable routines, collaborative learning structures and warm, respectful interactions. Staff also focus on cultivating small, meaningful "micro-moments" of connection that communicate to students that they matter.

By embedding Fisher and Frey's Belonging Framework into everyday practice, RVSSC ensures

that belonging is deliberately created rather than left to chance. This approach strengthens our inclusive culture and supports every student to feel like they belong.



Multi-Tiered System of Support

At Ripley Valley SSC, we use a Multi-Tiered System of Support (MTSS) as our overarching framework for early identification, intervention and support. MTSS is a data-driven, problem-solving model that improves outcomes by matching the intensity of support to the level of student need. Tier 1 represents universal practices for all students, Tier 2 provides targeted supplementary intervention, and Tier 3 delivers intensive, individualised support for students with complex or persistent needs. This three-tiered approach encourages a holistic lens centred on underlying student needs and allows staff to deliver evidence-informed academic, behavioural and wellbeing supports with precision. MTSS provides Ripley Valley SSC with a streamlined structure for aligning interventions to need and ensuring consistent, equitable support across the school.

Central to MTSS is the use of data to guide decision-making (Sugai & Horner, 2020). Universal screening, progress monitoring and the analysis of existing achievement data enable timely identification of students needing additional support. As noted by de Bruin and Stocker (2021), MTSS operates through ongoing data collection and review processes to determine student progress, adjust supports, and escalate interventions when required.

By combining data-informed problem solving with a continuum of supports, MTSS provides Ripley Valley SSC with a clear and equitable structure for matching interventions to need and ensuring consistent, high-quality support across the school.

Below, De Bruin and Stoker (2021) illustrate the three-tier MTSS model through a continuum of universal, targeted, and intensive supports. The MTSS framework is organised across three tiers of support:

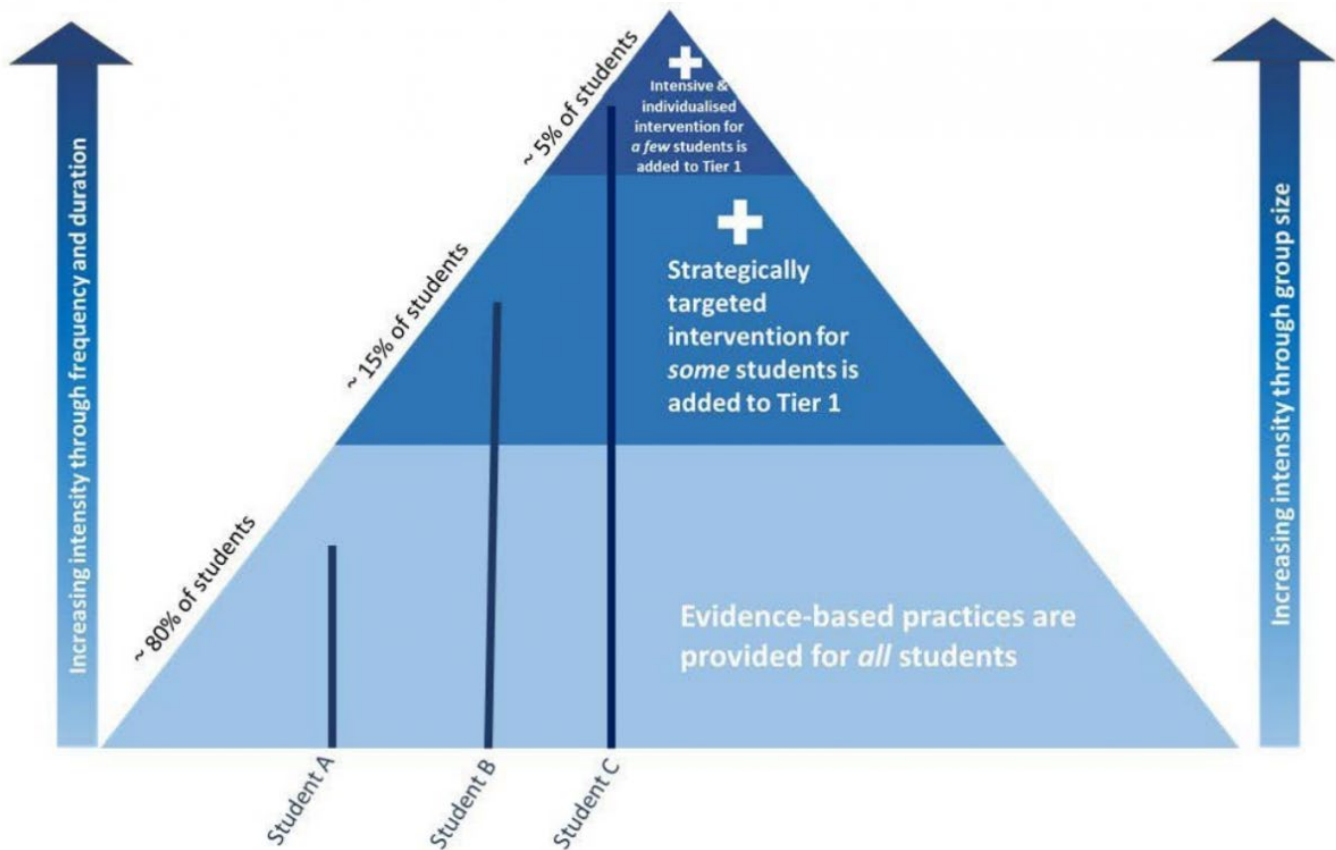


Figure 1

Multi-Tiered Systems of Support pyramid. Adapted from De Bruin and Stoker (2021).

Staff Wellbeing






Staff Wellbeing Framework

At Ripley Valley we value the importance of staff wellbeing and acknowledge the relationship between staff wellbeing and outcomes in our school. At RVSSC, we value the importance of staff health and wellbeing and acknowledge the intrinsic relationship between staff wellbeing and outcomes in our school. Importantly, contemporary research highlights that surface level initiatives such as social or food-based events, although fostering collegiality, do not address deeper contributors to burnout or build teachers' capacity to establish healthy professional boundaries (Falecki, 2023). This reinforces the need for a sustainable, system-wide approach that addresses all dimensions of staff wellbeing. In guiding best practice for developing staff wellbeing, the school has used the [DoE Staff Wellbeing Framework](#) as a model. This Framework includes five inter-dependant dimensions which support a holistic approach to wellbeing at the individual, school/workplace and organisational level. These dimensions include:

The five dimensions include:

1. **Physical wellbeing:**
 - ❖ Improving physical health through addressing lifestyle risk factors
 - ❖ Health information and screening
2. **Psychological wellbeing:**
 - ❖ Mental health in the workplace
 - ❖ Resilience and stress management
3. **Social and community engagement:**
 - ❖ Links with community groups
 - ❖ Charity work and donations
 - ❖ Building social capital
4. **Occupational wellbeing:**
 - ❖ Performance and development
 - ❖ Coaching and mentoring
 - ❖ Career planning and transitioning
5. **Financial/personal resources:**
 - ❖ Financial literacy and budgeting
 - ❖ Investments, mortgages, insurance
 - ❖ Superannuation and retirement



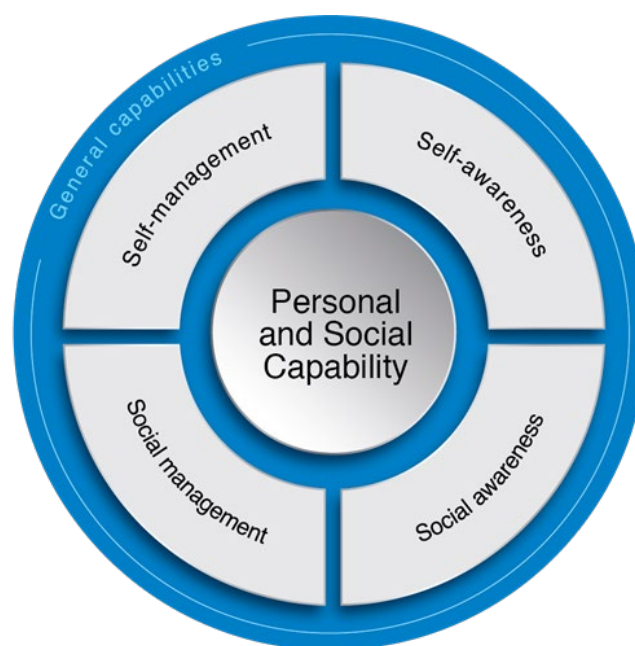
Staff Wellbeing Initiatives at Ripley Valley State Secondary College	
	<ul style="list-style-type: none"> ❖ Facilitation of workplace flu vaccinations ❖ Staff Health Challenges: 10,000 Steps, Yoga Sessions ❖ Workplace Health and Safety Committee
	<ul style="list-style-type: none"> ❖ Staff Wellbeing Workshops and Professional Development via Learning Place ❖ Wellbeing support from Guidance Officers and referrals to Lifeworks (EAP) ❖ PERMAH Activities: Gratitude Wall, VIA Character Survey, Wellbeing Planning ❖ Principal Coaching and Support Service through headspace
	<ul style="list-style-type: none"> ❖ Social Club Committee events ❖ Staff involvement in awareness days: RU OK Day, Harmony Day, QMHW ❖ Community ceremonies and events: ANZAC Day, Remembrance Day
	<ul style="list-style-type: none"> ❖ Professional Development opportunities offered by external providers ❖ Internal PD through Professional Learning Communities (PLCs): ❖ Annual Performance Review linked to AITSL Professional Standards
	<ul style="list-style-type: none"> ❖ Investment/salary packaging presentations by RemServ and QTU ❖ Promotion of ASIC's Moneysmart for Teachers Program (online) ❖ Superannuation and retirement presentation by QSuper

Appendices

Personal and Social Capabilities in the Australian Curriculum

The Personal and Social Capabilities are explicitly mapped through the Australian Curriculum. These general capabilities involve a wide range of social and emotional skills, including recognising and regulating emotions, developing empathy for others, understanding, developing and maintaining positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills. These Personal and Social Capabilities are divided into four categories including:

- ❖ **Self-awareness:** awareness of their emotional states, needs and perspectives.
- ❖ **Self-management:** metacognitive skill of learning when and how to use particular strategies to manage themselves in a range of situations.
- ❖ **Social awareness:** recognising others' feelings and knowing how and when to assist others.
- ❖ **Social management:** interacting effectively and respectfully with a range of adults and peers.



Personal and Social Capabilities in the Junior Curriculum at Ripley Valley SSC

Personal and social capability skills are addressed in all learning areas at Ripley Valley State Secondary College. This enables teachers to plan for the teaching of targeted skills specific to an individual's learning needs to provide access to and engagement with the learning areas. However, some of the skills and practices implicit in the development of the capability are explicitly addressed in the following areas:

Subject	Junior Curriculum Years 7 - 10		
Access	<ul style="list-style-type: none"> ❖ Recognise personal qualities & achievements ❖ Understand themselves as learners ❖ Develop reflective practice ❖ Develop self-discipline and set goals 	HASS	<ul style="list-style-type: none"> ❖ Contribute to civil society ❖ Work collaboratively ❖ Work independently and show initiative ❖ Make decisions
English	<ul style="list-style-type: none"> ❖ Communicate effectively ❖ Work independently & show initiative ❖ Work collaboratively 	HPE	<ul style="list-style-type: none"> ❖ Recognise emotions ❖ Express emotions appropriately ❖ Understand relationships ❖ Develop leadership skills ❖ Negotiate and resolve conflict
Science	<ul style="list-style-type: none"> ❖ Understand relationships ❖ Communicate effectively ❖ Work independently & show initiative 	Creative Industries	<ul style="list-style-type: none"> ❖ Work collaboratively ❖ Develop self-discipline and set goals ❖ Develop reflective practice ❖ Understand relationships ❖ Appreciate diverse perspectives ❖ Be confident, resilient, and adaptable ❖ Recognise emotions
Maths	<ul style="list-style-type: none"> ❖ Work independently & show initiative ❖ Make decisions 	Digital Tech	<ul style="list-style-type: none"> ❖ Work collaboratively ❖ Make decisions ❖ Negotiate & resolve conflict ❖ Communicate Effectively ❖ Develop leadership skills

Student Support Services Referral Processes

RVSSC Student Wellbeing Referral Process

(Aligned with the Multi-Tiered System of Support)

1. Initial Teacher Referral (Tier 1: Universal Supports)

Teachers implement high-quality classroom practices as Tier 1 supports. When concerns arise, the teacher:

- Identifies the concern using data and observations.
- Trials Tier 1 strategies (ESCMs, parent contact).
- Meets with the Head of Year for additional support.

Focus: early intervention and strong universal practice.

2. Collaborative Planning Meeting (Teacher + Head of Year)

Together they:

- Review academic, behaviour and attendance data.
- Clarify the presenting concerns.
- Examine Tier 1 strategies and outcomes.
- Use the *Safe Minds* Framework to assess complexity.
- Identify whether concerns are subject-specific or school-wide.
- Identify barriers and enablers to learning and wellbeing.
- Establish expectations for monitoring and communication.

Documentation: recorded in OneSchool (PLP or wellbeing notes).

3. Implementation and Monitoring (Tier 1)

The teacher:

- Implements agreed adjustments.
- Collects progress data.
- Communicates with the Head of Year.

Outcome:

- Improved → **Case closed.**
- Concerns persist → **Move to Tier 2.**

4. Additional Support and Case Management (Tier 2 & Tier 3)

Tier 2: Targeted Supports

Applied when concerns continue after 6–8 weeks of Tier 1 implementation. Supports may include:

- Short-term small-group interventions.
- Ongoing Tier 2 monitoring by Head of Year.
- Targeted skill development.
- Check-ins with wellbeing staff (YLC, CEC, PILO, Youth Workers).*
- HOD contribution to PLP.

*One-on-one SSS check-ins require an SSS referral.

Parent communication/consent is required for Tier 2/3 SSS involvement.

Tier 3: Intensive Supports

For significant or complex needs:

- Individualised case management by SSS (Head of Diverse Learners, GOs).
- Multi-disciplinary collaboration and external agency involvement.
- Development of PLP, IBSP, Safety Plan or specialised supports.
- Frequent monitoring and review cycles.

SSS oversees adjustments and progress monitoring.

5. Case Review and Closure

A case is closed when:

- Data shows sustained improvement,
- The student transitions to another pathway, or
- External agencies assume lead responsibility.

All outcomes are recorded in OneSchool.

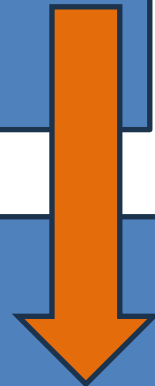


Figure 1. RVSSC Student Wellbeing Referral Process. Developed by Janet Ingram (Guidance Officer), informed by MTSS principles.

SSS Team Referral Form



Student Name		Access
Area(s) of Concern	Strategies	Referral Pathway (to be considered by SSS Team)
Academic Engagement/Communication: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Comprehension <input type="checkbox"/> Numeracy <input type="checkbox"/> Other:	Strategies Employed: <input type="checkbox"/> Use of assistive technologies <input type="checkbox"/> Altered texts/modes of presentation <input type="checkbox"/> Explicit use of vocab/cognitive verbs <input type="checkbox"/> Head of Year/Curriculum input <input type="checkbox"/> Diagnostic testing <input type="checkbox"/> Contact Home <input type="checkbox"/> HW Club/Lunchtime Tutoring <input type="checkbox"/> Other:	SSS Staff: <input type="checkbox"/> HOD Diverse Learners (7-9) <input type="checkbox"/> HOD Diverse Learners (10-12) <input type="checkbox"/> HOD Teaching and Learning <input type="checkbox"/> Guidance Officer (7-9) <input type="checkbox"/> Guidance Officer (10-12) <input type="checkbox"/> Youth Support Coordinator (YSC) <input type="checkbox"/> School Chaplain <input type="checkbox"/> Speech Language Pathologist (SLP) <input type="checkbox"/> Defence School Mentor (DSM) Support Programs/Groups: (Link) <input type="checkbox"/> Shine <input type="checkbox"/> Girls Group <input type="checkbox"/> Boys Group <input type="checkbox"/> RAP <input type="checkbox"/> CHILLAX <input type="checkbox"/> Rock and Water <input type="checkbox"/> Love Bites (Years 10-12) <input type="checkbox"/> Managing the Bull <input type="checkbox"/> RAGE <input type="checkbox"/> Defence Club <input type="checkbox"/> Homework Club <input type="checkbox"/> Reading Club <input type="checkbox"/> CHAT <input type="checkbox"/> Indigenous Boys Program <input type="checkbox"/> Indigenous Girls Program <input type="checkbox"/> Deadly Choices
Social/Emotional: <input type="checkbox"/> Anxiety <input type="checkbox"/> Depression <input type="checkbox"/> Suicidal ideations and Self Harm (Immediate referral to GO) <input type="checkbox"/> Social Communication and Interaction <input type="checkbox"/> Home Environment <input type="checkbox"/> Peer Relationships <input type="checkbox"/> Other:	Strategies Employed: <input type="checkbox"/> Discussion with student recommending SSS support <input type="checkbox"/> Contact Home <input type="checkbox"/> School Based GP recommended <input type="checkbox"/> Teacher, YCO, HOD check-ins <input type="checkbox"/> Time Out Card <input type="checkbox"/> Lunchtime Clubs <input type="checkbox"/> Other:	Other Diagnostic Testing/Support: <input type="checkbox"/> Liaison with External Providers <input type="checkbox"/> PLP/SSP <input type="checkbox"/> IBSP <input type="checkbox"/> FBA <input type="checkbox"/> ICP <input type="checkbox"/> CEFI <input type="checkbox"/> SLP Report Safe Minds Safety Map (see Link): <input type="checkbox"/> Very Low <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High
Behaviour/Engagement and Attendance: <input type="checkbox"/> Disruptive <input type="checkbox"/> Defiance <input type="checkbox"/> Abusive Language <input type="checkbox"/> Bullying and Harassment <input type="checkbox"/> Physical Aggression/Fighting <input type="checkbox"/> Truancy and Lateness to Class <input type="checkbox"/> Other:	Strategies Employed: <input type="checkbox"/> Essential Skills for Classroom Management (ESCMs) <input type="checkbox"/> Contact Home <input type="checkbox"/> Buddy Class <input type="checkbox"/> Seating plan <input type="checkbox"/> SSS Support Programs/Groups <input type="checkbox"/> Student Behaviour Development Card <input type="checkbox"/> Part-Time Education Program (PTEP) <input type="checkbox"/> Discipline Improvement Plan (DIP) <input type="checkbox"/> Other:	
Learning Environment & Access: <input type="checkbox"/> Unable to access curriculum due to a physical impairment <input type="checkbox"/> Other:	Strategies Employed: <input type="checkbox"/> Contact Home <input type="checkbox"/> Movement Break Card <input type="checkbox"/> Elevator Pass <input type="checkbox"/> Occupational Therapist (OT) referral <input type="checkbox"/> AVT Referral HI, PL, VI <input type="checkbox"/> Other:	
Health/Personal Care: <input type="checkbox"/> Hygiene <input type="checkbox"/> Missing Lunches <input type="checkbox"/> Missing Materials/Uniform <input type="checkbox"/> Substance Abuse <input type="checkbox"/> Attendance <input type="checkbox"/> Other:	Strategies Employed: <input type="checkbox"/> Discussion with student <input type="checkbox"/> Contact Home <input type="checkbox"/> School Based GP Referral <input type="checkbox"/> Specialised Health Card <input type="checkbox"/> Other:	
Other Background Information:		
Referring Staff		Date

Referral Actions:

- This document is to be completed by HODs to action OneSchool Referrals to the SSS team A797_SSS_exec@eq.edu.au
- All referrals must be recorded by HODs through OneSchool as a Support and Intervention in relation to a behaviour or as a Referral under the Support Tab in OneSchool.
- Where a staff member suspects that a student has been significantly harmed or may be at risk of significant harm, please complete a Student Protection Report on OneSchool as per Student Protection Procedure.
- Contact home should be made prior to SSS referral as per the RVSSC Behaviour Management Process.

Version: Sem 1, 2024

Figure 2. RVSSC SSS Referral process developed by Daniel Pym (Deputy Principal), informed by MTSS principles.

Responsibilities of Staff Members in Relation to Wellbeing

Roles	Description in relation to wellbeing
Principal	Foster a whole school approach to supporting mental health and wellbeing
Deputy Principal	Foster a positive school culture and build teacher capacity for teaching and learning. Lead development of PBL within the College.
Teacher	Personalised learning plans and embedding PERMAH and PBL in curriculum; reward stamps; embedding wellbeing content into the curriculum; teaching PERMAH related concepts.
Guidance Officers	Contribute to the strategic oversight of whole school wellbeing; Case management of students with complex mental health difficulties; and personal and career counselling; psychoeducational assessment; and Personalized Learning Plans for students with mental health difficulties.
Head of Year	Assist teachers in catering for the social emotional needs of all students and referring students with complex needs to the SSS.
Head of Diverse Learners	Leadership of Inclusive practices and fostering an environment of access and equity; NCCD collection, personalised learning plans, Case Management for students with substantial or extensive needs, learning and engagement
Year level Coordinators	Organisation of Rewards Days, SRC leaderships, Year level Camps; Vault
Community Education Counsellor	The CEC (identified) enhances wellbeing by strengthening cultural safety, connection, attendance, engagement, and support for First Nations Students
African Youth Worker	Works closely with our African students, supporting their wellbeing, fostering cultural connection, and building pathways for success
Pacific Islander Liaison Officer	strengthens wellbeing by promoting cultural safety, supporting engagement, empowering families, and helping Pasifika students feel valued, connected, and successful through 1:1 support and small group work.
Nurse Practitioner	Treat health ailments and refer to external services.
Chaplain	Breakfast club; RAGE, Rock and Water; Love Bites, Peer Skills, Social Emotional and Spiritual support for the school community; and Year 10 Mentors.
Defence Mentor	Minimising the impact of mobility on education and build capability of the school in supporting Defence students and their families.
Youth Support Co-ordinator	Works one on one with disengaged students with a social work lens. The YSC facilitates Tier 2 small group programs
Industry Liaison Officer	Assisting students with Work Experience and Vocational pathways.
Speech Language Pathologist	Identify and support communication difficulties and promote self-advocacy, as communication and literacy difficulty can impact on relationships with others, achieving goals, accessing learning, mental health and wellbeing.



Wellbeing and Mental Health Resources and Partnerships

 Queensland Government	Queensland Health 13HEALTH (13 43 25 84) https://www.health.qld.gov.au	Free non-urgent, confidential medical health advice over the phone available 24 hours a day, 7 days a week
	Lifeline 13 11 14 (24hrs) www.lifeline.org.au/get-help	24/7 phone counselling, and online crisis support chat available each evening
	African Village https://qacc.com.au/village-support-limited/	Assist people of African heritage and others to overcome systemic barriers,
	Beyond Blue Support Service 1300 224 636 (24hrs) www.beyondblue.org.au	Telephone, online and email counselling for people going through a tough time
1800RESPECT	1800RESPECT 1800 737 732 (24 hrs) www.1800respect.org.au	Phone & online counselling for people seeking help for themselves or someone else in domestic violence situations
	Wellmob https://wellmob.org.au/	Social, emotional and cultural wellbeing online resources for Aboriginal and Torres Strait Islander people
	Legacy Connect https://www.legacyconnect.com.au/ 0493 452 557	Through culturally grounded small group intervention programs and therapeutic services.
	DV Connect 1800 811 811 www.dvconnect.org	Free service providing safety planning, crisis counselling and referrals regarding domestic, family and sexual violence
	Kids Helpline 1800 551 800 https://hishelpline.com.au	Free private and confidential telephone and online counselling service for children and young adults ages 5-25 years
	Parentline 1300 301 300 https://parentline.com.au	A confidential telephone service providing professional counselling and support for parents and carers of children
	Mensline Australia 1300 78 99 78 http://www.mensline.org.au/	Advice, therapy and support for men with family and relationship concerns
	Butterfly Foundation 1800 33 4673 (8am-12am) www.thebutterflyfoundation.org.au	Information, web counselling, email/phone support and referrals for people concerned about eating disorders
	ParentWorks http://www.parentworks.org.au	Online program providing evidence-based parenting strategies for Australian parents and caregivers
	QLife 1800 184 527 https://qlife.org.au	QLife provides anonymous and free LGBTIQ+ peer support and referral for people
	Relationships Australia 1300 364 277 www.relationships.org.au	Relationships Australia is a leading provider of relationship support services for individuals, families and communities
	Black Dog Institute www.blackdoginstitute.org.au	Facility for diagnosis, treatment and prevention of mood disorders such as depression, anxiety and bipolar disorder
	By You 1300 224 636 https://beyou.edu.au/	Mental health initiative supporting educators to develop a positive, inclusive and resilient learning community.
	Headspace (03) 9027 0100 https://headspace.org.au	Mental Health General health support, information and services for young people and their families

	Telus Health Employee Assistance Program (EAP) 1800 604 640 (24 hours)	Australia's leading Employee Assistance Program providing immediate confidential counselling support & advice services
	Talking Families (07) 3900 6000 www.talkingfamilies.qld.gov.au	Empowering parents to ask for, and accept help with parenting issues early before they become crises
	ADIS 1800 177 833 https://adis.health.qld.gov.au	ADIS is a 24-hour, 7 day a week confidential support service for people in Queensland with alcohol and other drug concerns
	safety Commissioner https://www.esafety.gov.au	The eSafety Commissioner office promotes online safety education for Australian young people, educators and parents
	Bullying. No Way! https://bullyingnoway.gov.au	Australia's key bullying prevention initiative, connecting schools and communities to find workable solutions to bullying and violence
	Reach Out https://au.reachout.com	ReachOut provides online mental health services for young people and their parents, including peer-support and referral tools
	Think U Know www.thinkuknow.org.au	Think U Know engages educators, parents and cares to raise awareness about preventing online child sexual exploitation
	Mental Health Online www.mentalhealthonline.org.au	Free online programs for a range of issues, with self-guided or therapist support options
	Open Arms 1800 011 046 www.openarms.gov.au	Individual, couple and family counselling for Veterans and their families to help improve resilience, mental health and wellbeing
	Batyr www.batyr.com.au	Batyr is a for purpose preventative mental health organisation, created and driven by young people, for young people
	Reconnect 1300 114 397 www.dss.gov.au	Community based early intervention and prevention program for young people who are homeless or at risk of homelessness
	YourTown (07) 3368 3399 www.yourtown.com.au	YourTown provides services for young people to help find jobs, learn skills, become great parents and live safer, happier lives
	Hilda's House (07) 3812 1163 www.ipswichhospice.org.au	Bereavement Support Services provided by the Ipswich Hospice Social Worker and a team of experienced support volunteers
	Quitline 13 7848 https://quithq.initiatives.qld.gov.au	Quitline is a telephone service dedicated to helping Queenslanders quit smoking
	The Smith Family 1800 024 069 www.thesmithfamily.com.au	Helping disadvantaged Australian children to get the most out of their education, so they can create better futures for themselves
	Livin Well https://livin.org	Breaking the stigma of mental health by promoting wellness and positive living for young people through education programs
	Arafmi 1300 554 660 https://arafmi.com.au	Providing quality support, education and advocacy services to people with mental illness, their families and carers.
	Ipswich Community Youth Service 07 3812 1050 https://www.icys.org.au	Providing vital services to young people in Ipswich including: employment and training, housing, education engagement

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