

Ripley Valley State Secondary College Wellbeing Framework



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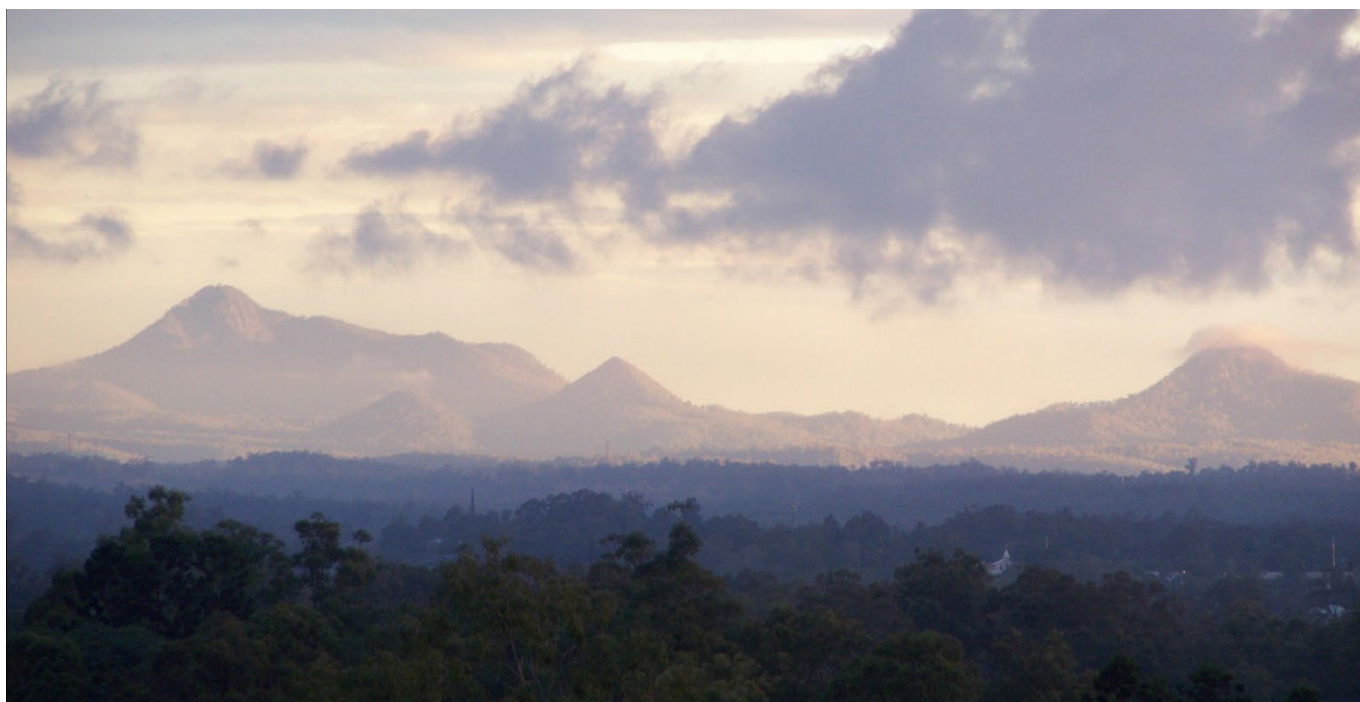
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Acknowledgement of Country

Acknowledgement of Traditional Owners



Ripley Valley State Secondary College acknowledges the Traditional Owners of the lands on which our school is built, the Yuggera, Jagera 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, we recognise that the wellbeing of students, staff and the wider community is crucial in optimising the outcomes of young people. We believe that every teacher is a teacher of wellbeing and that through a coordinated, systematic approach to student engagement and wellbeing we can fulfil our College motto of “Achieving excellence together”.

School Values

At Ripley Valley State Secondary College, we value:

- ❖ Respect
- ❖ Responsibility
- ❖ Perseverance

School Culture

Ripley Valley is located 41km south-west of Brisbane's Central Business District (CBD) in the City of Ipswich. Ripley Valley is a "greenfield" development and arguably the strongest growth areas in South East Queensland. The Ripley Valley State Secondary College opened in 2020 to service the Ripley Valley Students who attend the school represent a diversity of backgrounds and socio-economic status. At the time of writing this document diverse population groups are identified as follows: 6.5 per cent identify as Indigenous; 5.4 per cent are EALD; 0.8 per cent are in Out of Home Care; and 1.3 are identified as being complex cases. The ICSEA score is 1002 and the national average is 1000. With the Amberley Air base close by, Ripley Valley SSC is evolving to be the school of choice for ADF families. At the time of writing this application 13.3 per cent of our students have a parent/parents in the military.

Ripley Valley SSC is centred on high expectations, innovation, and inclusion in addition to being strongly connected to our local community. Our school motto "Achieving Excellence Together" encapsulates the collective school vision to ensure that every child succeeds, whatever their skill, ability or interest. As a school our vision is to keep the individual at the heart of our decision making. We are dedicated to providing equitable opportunities for growth through innovative practices. We collaboratively strive to create productive citizens, ethical leaders and positive contributors to our community, country and global society.

The school's strategic plan outlines establishing, strengthening and promoting productive partnerships to improve student learning and community relationships. We understand that learning and wellbeing are inextricably linked. Students learn best when their wellbeing is optimised and they develop a very strong sense of wellbeing when they experience success in learning. This philosophy is reflected in our Positive Behaviour for Learning (PBL) and PERMAH frameworks whereby we explicitly teach social and self-care strategies to improve student attendance, engage in appropriate behaviours to others and enhance personal wellbeing. Through the Student Support Service Committee, the school embraces holistic wrap-around support for vulnerable students and their families and works with external services to create positive outcomes for our students.

Whole School Approach to Wellbeing

Defining Wellbeing

"Wellbeing is the state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community."

Source: World Health Organisation, 2014

Wellbeing can be challenging to define. It is a multi-faceted concept, involving a combination of a person's emotional, mental and social health as well their subjective levels of happiness and life satisfaction. It is also important to remember that wellbeing is "diverse and fluid respecting individual, family and community beliefs, values, experiences, culture, opportunities and contexts across time and change. It is something we all aim for, underpinned by positive notions, yet is unique to each of us and provides us with a sense of who we are" (McCallum & Price, 2016). Wellbeing and mental health are also not static in nature, but exist on a fluid continuum of mental states, ranging from significant psychological distress to flourishing positive mental health. An individual can move along this continuum at different times depending on their circumstances (Delphis, 2020).

A Systematic Approach to Student and Staff Wellbeing

At Ripley Valley State Secondary College, we understand that learning and wellbeing are inextricably linked. To teach wellbeing, Ripley Valley SSC staff utilise the curriculum resources from: PERMAH (Positive Education Movement); Positive Behaviour for Learning (PBL); and a Multi-Tiered System of Support (MTSS). A house system provides house spirit and students are rewarded for positive behaviour and meeting attendance goals.

The five dimensions of wellbeing outlined in the DoE *Staff Wellbeing Framework* (Physical, Psychological, Financial, Social and Community Engagement and Occupational) are applied to both students and staff for the purposes of planning activities to improve the mental health and wellbeing of our community. Inspired by the DoE *Learning and Wellbeing Framework*, the environment is a fully inclusive one.

We strive to build staff capacity to manage student learning and wellbeing as well as applying strong systems for early intervention. A multi-tiered system of support (MTSS) is used to identify students at risk of disengaging and determine an appropriate intervention in accordance to their level of need. There are opportunities for students requiring extra support in targeted areas with a number of our Support Staff trained in small group programs such as *Rock and Water* and *Love Bites*. The school is proactive about raising awareness of mental health and Wellbeing and annually celebrates a range of events, including: *Say No to Bullying*, *RUOK Day*, *Queensland Mental Health Week* and a *Wellbeing Expo*.

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 education system. For Ripley Valley State Secondary College, these include:

- ❖ [The Australian Student Wellbeing Framework](#)
- ❖ [Department of Education's Strategic Plan 2021-2025](#)
- ❖ [State School's Improvement Strategy 2021-2025: Every student succeeding](#)
- ❖ [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](#)
- ❖ [Ripley Valley SSC Student Code of Conduct](#)
- ❖ [Ripley Valley SSC Anti Bullying Policy](#)
- ❖ [Positive Behaviour for Learning Framework](#)
- ❖ [Ripley Valley SSC Inclusive Education Policy](#)

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.



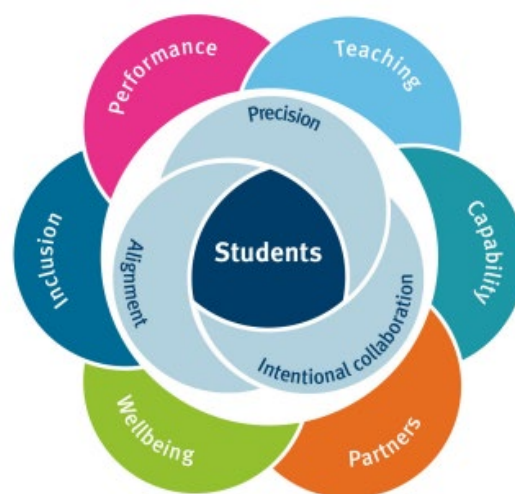
State School's Improvement Strategy 2021 - 2025: Every student Succeeding

Priority

- ❖ Success and wellbeing for all students as they transition through each stage of learning in an inclusive education system.

Principles:

- ❖ **Alignment** — our shared understanding of the Queensland Kindergarten Learning Guideline, the Australian Curriculum, the senior syllabuses and the policies that govern our work.
- ❖ **Precision** — how we use evidence to identify the 'right work' and do the 'work right' by 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: PBL Strategies

- ❖ Embed the Positive Behaviour for Learning Framework to improve student learning and engagement
- ❖ Monitor and review behaviour, attendance, retention and attainment strategies for continuous improvement
- ❖ Create a positive College culture that values inclusion, wellbeing and personal development that responds to student needs and interests.

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.

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
- ❖ Healthy Workers Survey and Audit Tool from Worksafe Queensland
- ❖ Equity Survey
- ❖ ACER – National School Improvement Tool Elaborations: Wellbeing and Engagement

Guiding Groups

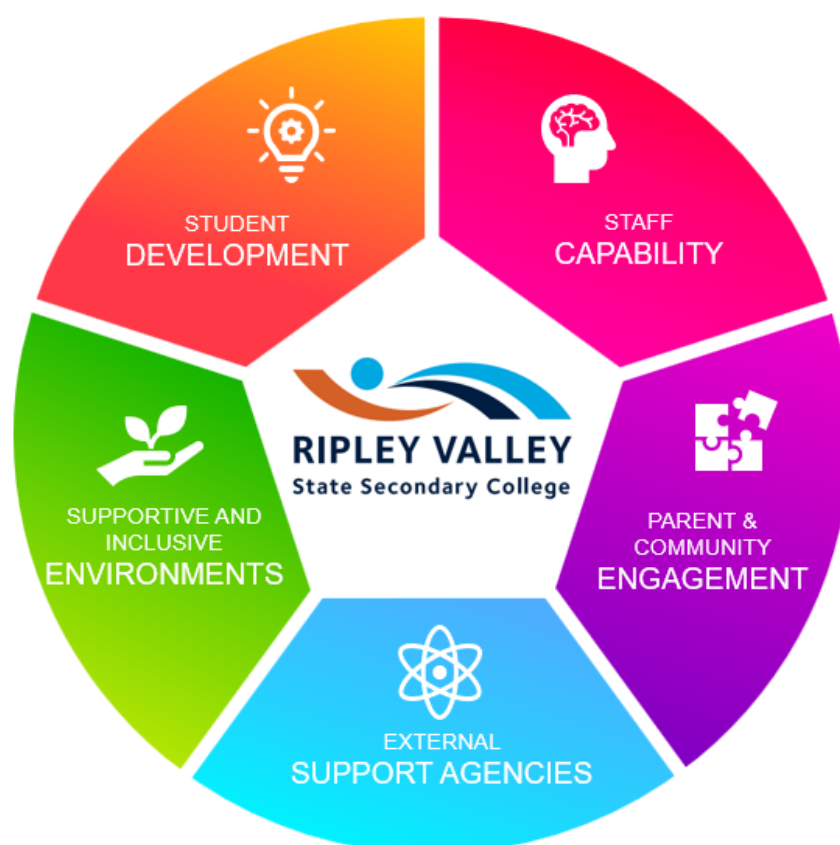
- ❖ College Executive Team and Leadership Team
- ❖ Student Support Services Team
 - Deputy Principal – Culture and Development
 - Guidance Officer
 - Head of Department - Inclusion
 - Defence Mentor
 - Speech Therapist
 - Chaplain
 - Pathways Coordinator
 - Youth Support Worker
 - Student Services AO
- ❖ 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)

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



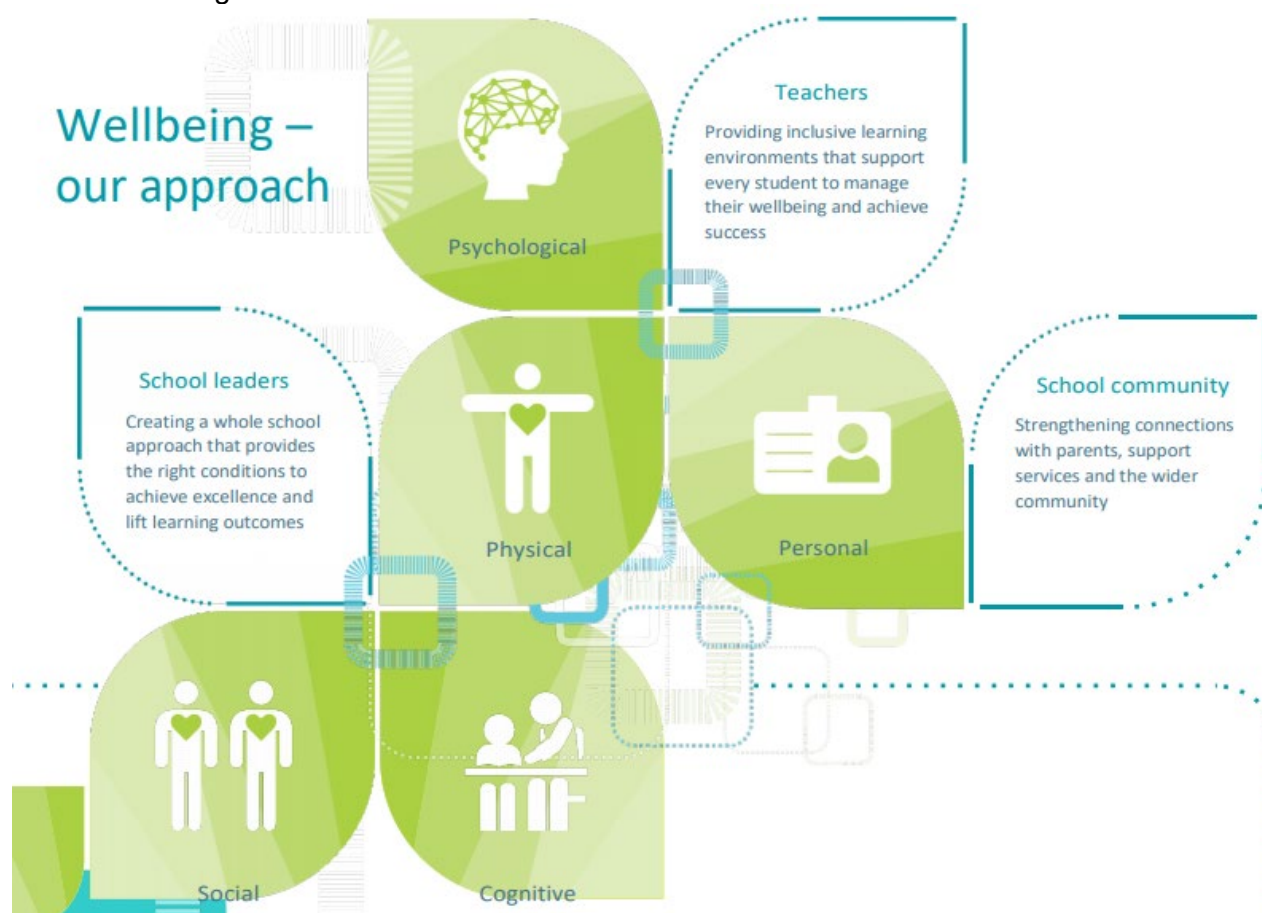
The framework represents the key priorities and stakeholder groups involved in creating a safe, inclusive and connected school community that promotes wellbeing and learning. This includes:

- ❖ **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 Development and 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](#)
- ❖ [Youth Engagement 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 for PBL – 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
 - 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 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:

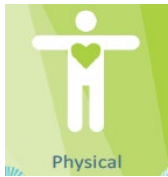

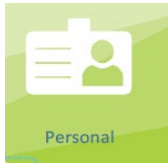
- ❖ The provision of professional development opportunities designed to build the capacity of staff to support the mental health and social and emotional wellbeing of all students in the school.
- ❖ The delivery of PBL lessons designed to promote the *Personal and Social Capabilities* of self-awareness, 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 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 interventions; and Tier 4 – Extensive intervention.
- ❖ 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.

Student Learning and Wellbeing Initiatives at Ripley Valley SSC

Ripley Valley SSC provides a broad range of initiatives and programs that support the holistic needs of all students at the school. These include:

	Tier 1 Universal/Core Intervention	Tier 2 Supplementary Intervention	Tier 3 Substantial Intervention	Tier 4 Extensive Intervention
 <p>Physical</p>	<ul style="list-style-type: none"> ❖ School GP Clinic ❖ Student Code of Conduct ❖ Health and Physical (HPE) curriculum ❖ Promoting sun safety ❖ Facilitating immunisations ❖ Encouraging participation in school events 	<ul style="list-style-type: none"> ❖ School Based Health Youth Nurse delivering targeted health education ❖ Administering First Aid for students with health plans 	<ul style="list-style-type: none"> ❖ Football, Dance, and eSports Academies ❖ Extra-curricular sporting teams 	<ul style="list-style-type: none"> ❖ Referral to DoE Occupational Therapist and/ Physiotherapist
 <p>Psychological</p>	<ul style="list-style-type: none"> ❖ Transition program: Year 6 to 7 ❖ Critical Incident Plan ❖ PBL and PERMAH embedded into the curriculum ❖ QMHW and other Wellbeing Events ❖ PBL lessons ❖ ACARA Personal and Social Capabilities embedded into Junior curriculum ❖ Acknowledgement of country at events ❖ Stymie to report unsafe behaviours 	<ul style="list-style-type: none"> ❖ Year 10 Peer Mentor program ❖ Defence Force Mentor ❖ Student Support Services Team 	<ul style="list-style-type: none"> ❖ Referred to Student Support Services team – Guidance Officer, Head of Inclusion, GP Clinic Mental Health Care referrals 	<ul style="list-style-type: none"> ❖ Student Support Services team – Guidance Officer, Head of Inclusion, Community Partnerships: Headspace, Child Youth and Mental Health Services (CYMHS) and Family and Child Connect.
 <p>Personal</p>	<ul style="list-style-type: none"> ❖ PBL and PERMAH lessons ❖ Year 8 Camp ❖ Year 6 Orientation sessions ❖ Personalised Learning Plans ❖ Year 9 PPP interviews ❖ Year 10 SET Plans ❖ Year 13 interviews (2024 onwards) ❖ Parent teacher interviews 	<ul style="list-style-type: none"> ❖ Tier 2 Programs: <ul style="list-style-type: none"> ○ Rock & Water, ○ RAGE ○ Love Bites ❖ Chaplaincy ❖ Youth Support Worker ❖ Metro Behaviour Support Services (MBSS) 	<ul style="list-style-type: none"> ❖ Tier 3 and 4 Programs ❖ Referral to external agencies: LINK (MBSS) ❖ Complex Case Management, Guidance Officer and Head of Inclusion support ❖ Flexible arrangements ❖ Inclusion support - Year 6 transition program ❖ Education Support Plan meetings and funding applications for Students in Out of Home Care 	

	Tier 1 Universal/Core Intervention	Tier 2 Supplementary Intervention	Tier 3 Substantial Intervention	Tier 4 Extensive Intervention
 <p>Social</p>	<ul style="list-style-type: none"> ❖ Inviting community representatives to special assemblies and functions including RSL, government representatives ❖ Chaplaincy fundraising ❖ Community use of facilities (Including Midwife Clinic, Central Valley Church, COVID immunisation clinic, and GP Clinic ❖ Career and Wellbeing expos ❖ Community Garden ❖ P&C support and fundraising ❖ Organic Waste Smart Schools program ❖ QMHW – Brisbane Bullets workshops, QPS, headspace, LIVIN, Ipswich Jets, USQ Radio ❖ Year 10 Peer Mentor Program 		<ul style="list-style-type: none"> ❖ GNITE program – links to BRAINWAYS, USQ, QUT ❖ Academy Programs 	
 <p>Cognitive</p>	<ul style="list-style-type: none"> ❖ Year 9 & 10 Career Education program ❖ Government funded Homework club ❖ English tutorials ❖ Year 9 PPP interviews to plan senior phase of learning ❖ QTAC/Year 13 interviews for Year 12 students from 2024 onwards ❖ QCE and QCIA tracking for students from 2023 onwards ❖ Industry Liaison Officer support ❖ Student Representative Council leadership responsibilities 	<ul style="list-style-type: none"> ❖ IT Coding classes ❖ Personalised Learning Plans ❖ Differentiated curriculum delivery ❖ Competitions: Writing, Maths ❖ School clubs ❖ Links to TAFE and RTOs for Year 10,11 and 12 students from 2022 onwards 	<ul style="list-style-type: none"> ❖ Learning (literacy and numeracy) intensive intervention ❖ Occupation Therapy and Physiotherapy referrals ❖ Extension for Gifted and Talented students in the IGNITE Academic Program ❖ Academy Programs 	<ul style="list-style-type: none"> ❖ Educational Adjustment Program ❖ Individualised Curriculum Plans (P-10)

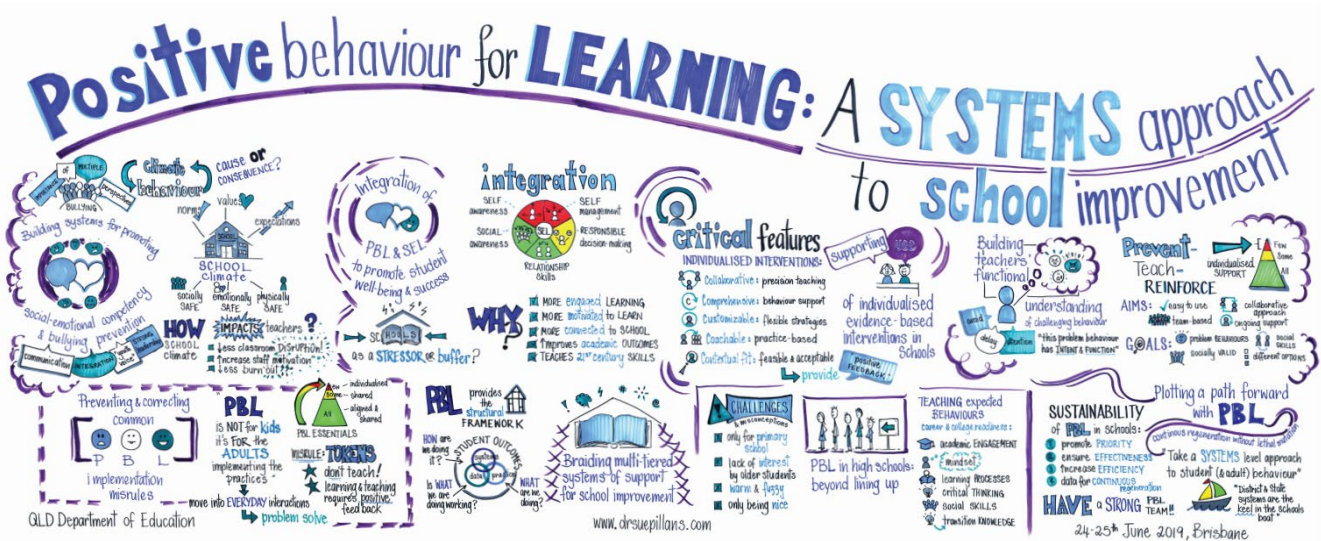


Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is a whole-school framework that promotes positive behaviour across the school and works to develop safe and supportive learning environments. The framework has been used at Ripley Valley SSC to develop a welcoming and positive school culture by explicitly teaching students expected standards of behaviour. These positive behaviours are reinforced through weekly PBL focus lessons for all students in Grades 7 - 9. Students are rewarded when they demonstrate positive behaviours that reflect the school values of Respect, Responsibility and Perseverance. The Ripley Rewards Program forms an integral part of our PBL framework. Points are awarded using stamps which students can accumulate to access prizes from our Rewards Vault.

The rollout of the PBL framework is led by the Deputy Principal for Culture and Development, and driven by the PBL Team, consisting of several sub-committees. The PBL sub-committees meet twice per term to monitor behaviour and engagement, plan targeted PBL lessons and in general, strive to continue to create a culture that values inclusion, wellbeing and personal development that responds to student needs and interests. These sub-committees include:

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 ❖ 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

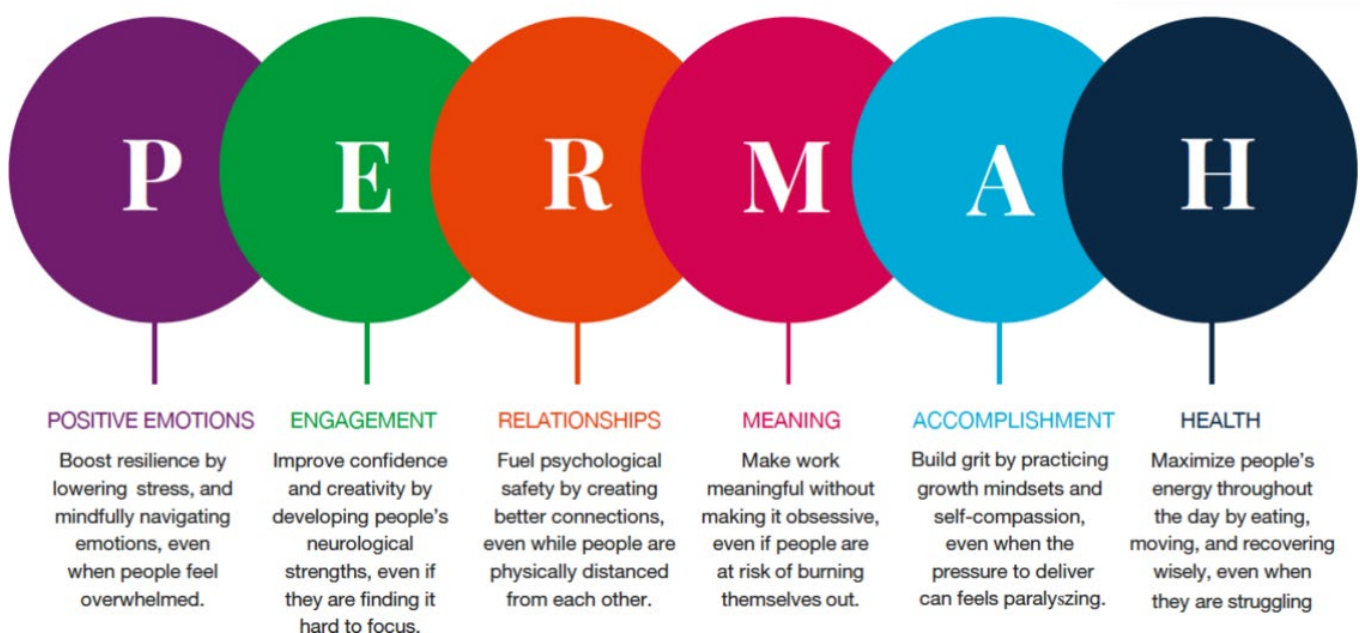
House Structure

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 from the (positive psychology movement) is one of the approaches that we have adopted at Ripley Valley State Secondary College to help us achieve a strong community that values belonging and connection. Positive Psychology emerged in the late 1990's as a reaction to the old model of psychology which was more of a disease model which focused on what was wrong with people rather than the inner and external resources an individual can harness to overcome adversity. Positive Education refers to the way that schools and other education settings have been able to embed the scientific research and practice from positive psychology to their own contexts to enhance wellbeing, resilience, engagement and performance. Positive Education promotes character strengths, optimism, wellbeing, gratitude, hope and elevation to help build a meaningful and satisfying life. The PERMA acronym is the organising framework for the Positive Education practices that have been designed for schools to focus lessons and discussions in the classroom and playground. Many schools have since added the H for Health. Each letter in the PERMAH framework refers to a pillar that leads to greater wellbeing. Therefore, the six domains for the Positive Education Practices are:



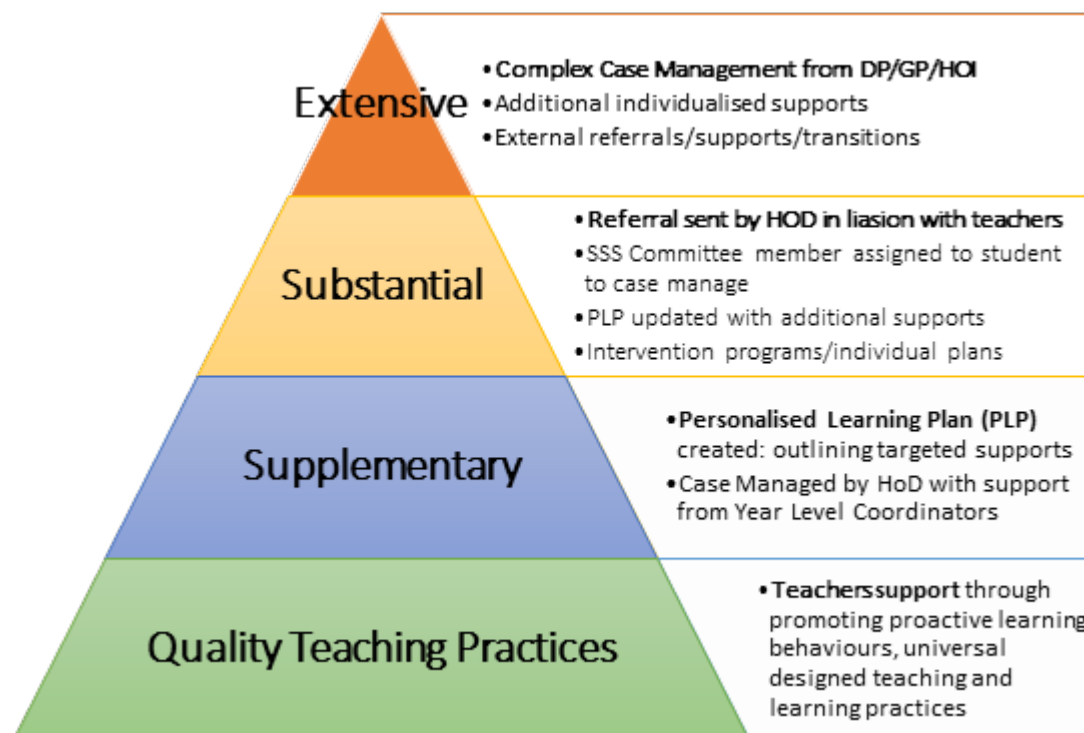
Wellbeing Education at Ripley Valley SSC

Wellbeing education at Ripley Valley SSC is applied both implicitly and explicitly. As a Positive Behaviour for Learning (PBL) school, we include a wellbeing focus in our lessons, as well through signage, assembly items and school-wide communications. The PBL Wellbeing Focus lessons are based on aspects of the PERMAH model of wellbeing and aligned to our school's values of Respect, Responsibility and Perseverance. As well as this, wellbeing is embedded across all subjects, with the ACARA Personal and Social Capability continuum (see Appendix) mapped to our school-wide curriculum plan. During additional core curriculum time, teachers and year co-ordinators are able to deliver targeted wellbeing lessons.

At Ripley Valley SSC, we believe that social and emotional learning should occur continuously and cater to individual needs. Each year students are surveyed using the Queensland Engagement and Wellbeing Survey so programs, guest speakers and PBL/PERMAH lessons are targeted in accordance with need. We have worked to embed wellbeing education into the curriculum (Tier 1); planned for enrichment programs (Tier 2); and provide case management and connection with external services to provide intensive support (Tier 3 and 4). Students who require support are referred to our Student Support Services team through a referral process (appendix in Figure 1).

Multi-Tiered System of Support

At Ripley Valley SSC we have developed a strong system for early intervention utilising a Multi-Tiered System of Support (MTSS), which is a data-driven, problem-solving framework to improve outcomes for all students. Tier 1 involves all students, Tier 2 requires supplementary intervention, Tier 3 is Substantial intervention and Tier 4 is extensive intervention. MTSS encourages a holistic lens which centres on the underlying needs of the student. The framework is an effective streamlining tool that directs Ripley Valley SSC staff to provide academic and behavioural strategies for students by targeting their areas of need in accordance to their level of need. Student Wellbeing and levels of support are best explained through the lens of the MTSS.








Staff Capability and Wellbeing

Staff Wellbeing Framework

At Ripley Valley we value the importance of staff health and wellbeing, and acknowledge the intrinsic relationship between staff wellbeing and outcomes in our school. 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:

- 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

Parent and Community Engagement

Parent and Community Links

At Ripley Valley State Secondary College, we understand the value of collective efficacy and realise that it takes an entire community to educate a child. As such, we greatly value the support and involvement of our parents and caregivers along with other members of the wider school community.

In order to engage these groups and the wider community, the school facilitates a range of initiatives:

- ❖ Parent Teacher Interviews
- ❖ Parents and Citizens Association meetings
- ❖ Community Wellbeing Events including: RU Ok Day, Queensland Mental Health Week Wellbeing Expo, National Day of Action Against Bullying
- ❖ Open communication to parents and the wider community through social media, school newsletters email, mail and SMS.
- ❖ School Tours and Information Sessions for Parents and the Community
- ❖ Transition and Orientation Days for new students

Business and Industry Partnerships

At Ripley Valley SSC, we also value the partnerships that we have forged with a wide array of business, organisations and industry groups. These groups play a vital role in supporting our effort to build a safe, inclusive and connected school community that promotes wellbeing and learning:



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.

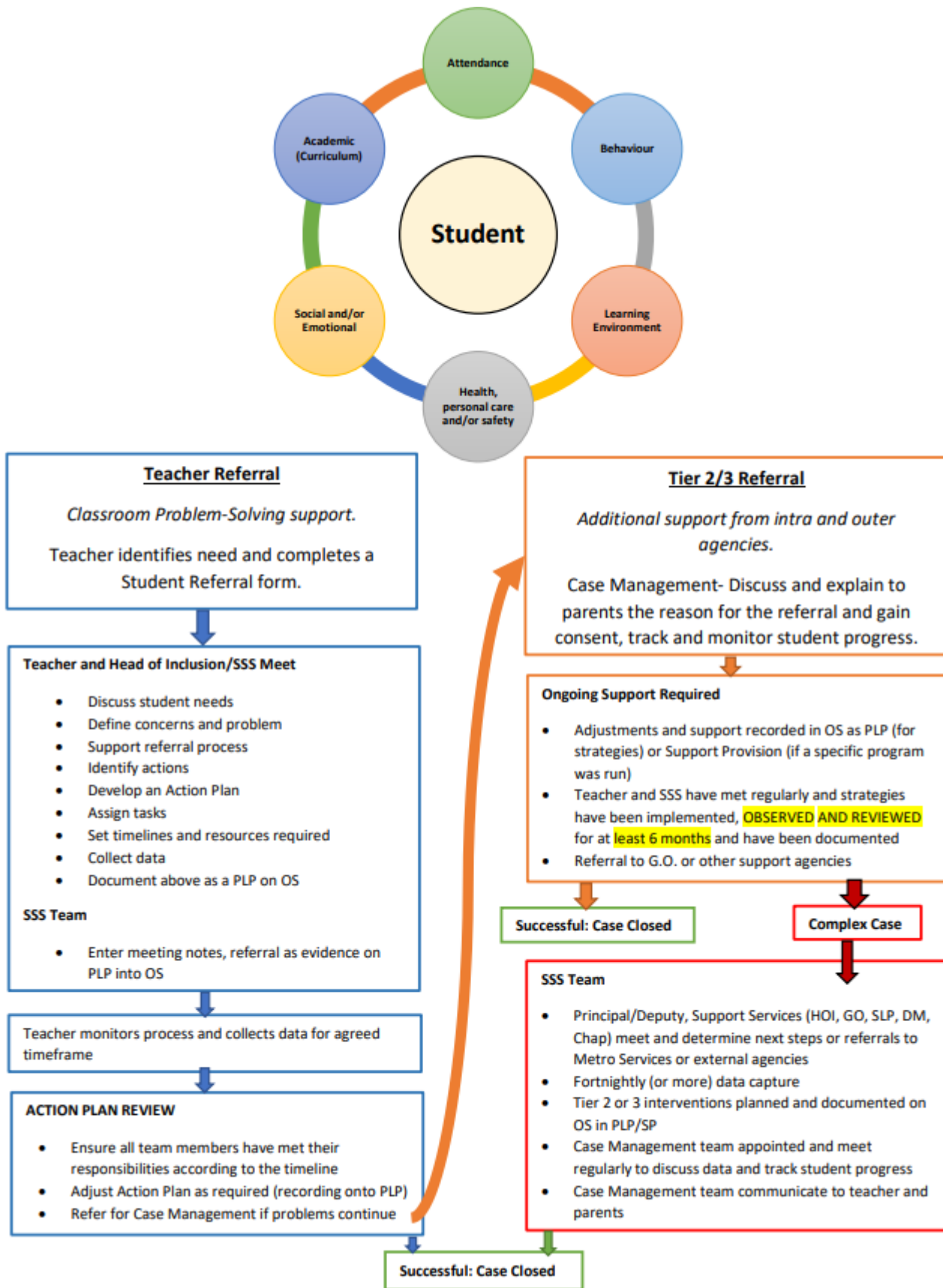


Personal and Social Capabilities in the Junior Curriculum at Ripley Valley SSC

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



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 Officer	Leadership of school wide wellbeing framework; GP in Schools Pilot Program; Chair of Senior SSS and PBL Wellbeing Committee; 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 Junior Pathways	Assist teachers in catering for the social emotional needs of all students; and referring students with complex needs to the SSS committee.
Head of Senior Pathways	Assist teachers in catering for the social emotional needs of all students; referring students with complex needs to the SSS committee; and assist students identify meaningful career pathways.
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 Inclusion	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 around access, learning and engagement; and chair for the Junior SSS Committee
Inclusion Coach	Assist Head of Inclusion in building teacher capacity in differentiated teaching and learning.
Year Coordinators	Organisation of Rewards Days, SRC leaderships, RUOK Day, Bullying No Way; Year level Camps; Vault
SBYHN	Health education (currently assessed on an as needs basis).
GP	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 can facilitate small group programs for Tier 2 and 3 students.
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

 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	Lifeline 13 11 14 (24hrs) www.lifeline.org.au/get-help	24/7 phone counselling, and online crisis support chat available each evening
 Suicide Call Back Service	Suicide Call Back Service 1300 659 467 (24hrs) www.suicidecallbackservice.org.au	National 24/7 professional telephone and online counselling for anyone affected by suicide
 Beyond Blue	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 Healing Our Way	Wellmob https://wellmob.org.au/	Social, emotional and cultural wellbeing online resources for Aboriginal and Torres Strait Islander people
SANE AUSTRALIA	Sane Australia 1800 187 263 www.sane.org	Information on mental health disorders and treatment, and moderated forums providing peer-to-peer support
DVCONNECT Be heard. Be safe.	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 Anytime Any Reason	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 parentline is a service of yourtown	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	Mensline Australia 1300 78 99 78 http://www.mensline.org.au/	Advice, therapy and support for men with family and relationship concerns
 Butterfly	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
 Parent Works	ParentWorks http://www.parentworks.org.au	Online program providing evidence-based parenting strategies for Australian parents and caregivers
 QLife	QLife 1800 184 527 https://qlife.org.au	QLife provides anonymous and free LGBTIQ+ peer support and referral for people
 Relationships Australia	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	Black Dog Institute www.blackdoginstitute.org.au	Facility for diagnosis, treatment and prevention of mood disorders such as depression, anxiety and bipolar disorder
 be you	By You 1300 224 636 https://beyou.edu.au/	Mental health initiative supporting educators to develop a positive, inclusive and resilient learning community.
 headspace National Youth Mental Health Foundation	Headspace (03) 9027 0100 https://headspace.org.au	Mental Health General health support, information and services for young people and their families

 LifeWorks by Morneau Shepell	Lifeworks Employee Assistance Program (EAP) 1800 604 640 (24 hours)	Australia's leading Employee Assistance Program providing immediate confidential counselling support & advice services
 TalkingFamilies help kids grow	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
 eSafety Commissioner	safety Commissioner https://www.esafety.gov.au	The eSafety Commissioner office promotes online safety education for Australian young people, educators and parents
 National Day of Action against Bullying and Violence	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 Veterans & Families Counselling	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 Opportunities, Choices & Support For Young People and their Families	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

