NAVIGATING COMPLEXITY IN YOUR SCHOOL

Dr Sally Gibson, A/Assistant Director, Policy Development and Strategy

Julie Murphy, Principal Elizabeth Vale Primary School

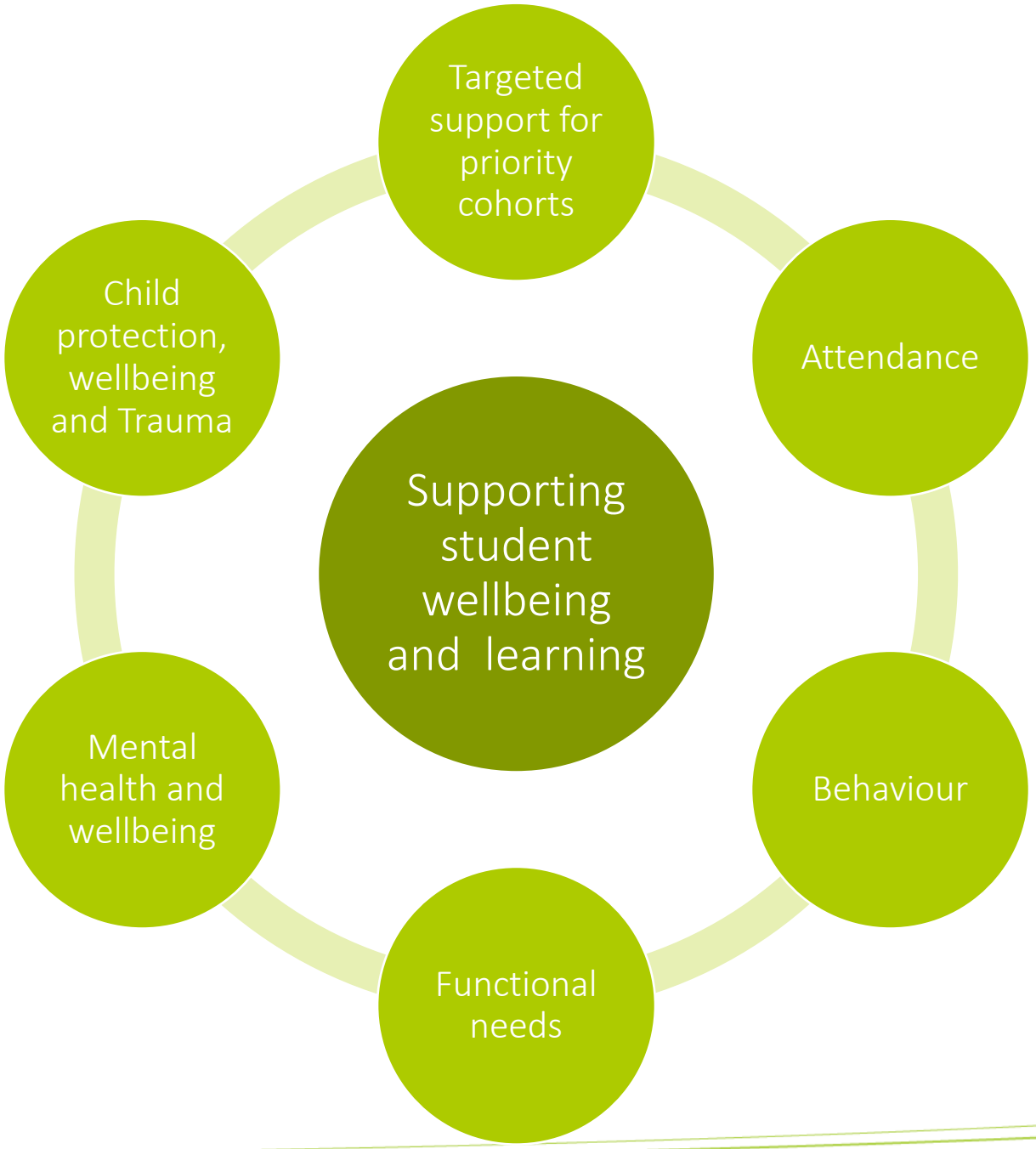
Maciej Jankowski, Deputy Principal John Pirie Secondary School

Government of South Australia
Department for Education

Purpose of session

To provide an overview of

- the needs and challenges of learners within our schools
- policy and program responses that support positive learning environments for all students


Supporting student wellbeing and learning
Targeted support for priority cohorts
Attendance
Behaviour
Functional needs
Mental health and wellbeing
Child protection, wellbeing and Trauma

Students in your schools

ENROLMENTS

177,000 students across **509 schools**

- 71% in metro areas
- 29% in country areas
- **30%** of students enrolled in category 1-3 schools

FUNCTIONAL NEED

During 2020*, of the students enrolled in SA schools:

- **12%** of students have a disability
- **31% of NCCD** were receiving adjustments on the basis of disability

STUDENT PROFILE

Approximately **2,500** students in care

(60% of children in care were enrolled at Government schools)

8%* of students identify as Aboriginal

Student mental health and wellbeing

National survey data*

4 – 17 YEAR OLDS

1 in 7
reported a
mental health disorder

CHILD PROTECTION REPORTS

1 in 4 Children under 10 in SA will have at least 1 report

CP contact increases mental health disorders in middle years

* Report on the second Australian Child and Adolescent Survey of Mental Health and Wellbeing. Department of Health, Canberra (2015)

South Australian Department for Education data

IRMS REPORTS ON SELF HARM

339 reports
in 2013

increased to
1173 reports
in 2020

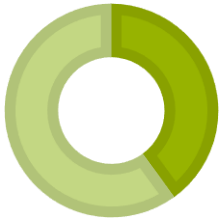
SWISS REPORTED INCIDENTS

In 2020 SWISS reported

1,429 incidents

44%
were support for mental health

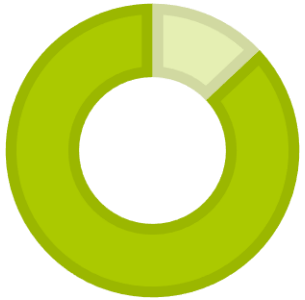
suicidal ideation was the main issue



Student attendance

3% rise in absence rates in 2020 to 13%*

- 2018 - 9.5%
- 2019 - 9.8%



In 2020 family absences increased by 3.2%

Unexplained absences increased by 0.3% to 3.2%

Rates of absence

- increase with the level of disadvantage at school
- higher in country schools
- highest in Aboriginal students

Source: Summary of absence data for Semester 1 2020. *Note probable impact of COVID.

Programs and interventions to support student learning and engagement

Policy area	Programs, interventions and supports
Mental health and Wellbeing *Wellbeing for Learning and Life Framework* *Guidelines – suicide postvention and draft self harm, suicide attempts suicidal ideation*	• Social work critical incident support provided through SWISS • Partnership with the Commonwealth funded Be You program • Online mental health and wellbeing directory • Wellbeing Information Network – support for whole school approaches to wellbeing • Wellbeing Engagement Collection data – new apps • Youth Mental Health First Aid training
Attendance *Attendance Procedure*	• Social Workers – Truancy based in local Student Support Services offices • Implementation of Education Family Conferencing to support chronic non-attendance • Local Policy Implementation Tool (LPiT) to support sites to adapt policies and procedures for local use • Social work duty line for advice and guidance on concerns about attendance and wellbeing needs

Programs and interventions to support student learning and engagement

	Programs and supports
Student behaviour *Behaviour Support Policy*	• Behaviour support coaches provide specialist advice and support to educators • The Behaviour Support toolkit helps educators to identify behaviours of concern and support positive behaviour for students • Bullying prevention resources address peer-to-peer bullying, including videos, printable guidance, bullying prevention lessons for students, and online learning modules for educators
Trauma-informed practice	• Professional development and advice for trauma-informed practice (Trauma Aware Schools initiative) • Strategies for Managing Abuse Related Trauma training
Child Protection and Wellbeing *Child Protection in education and early childhood services policy*	• Revised mandated Responding to Risk of Harm, Abuse and Neglect training - EC • Keeping Safe, Child Protection Curriculum • Child Wellbeing practitioners (DHS)

Programs and interventions to support student learning and engagement

	Programs and supports - Targeted cohorts
Children in care	• Children in care service provides advice, support and training to staff and leaders to support children in care in SA schools. • School retention programs including mentoring support
Aboriginal students *Aboriginal Education Strategy 2019-2029.*	• Prioritised for support service responses • Also supported by Aboriginal education staff and programs (eg Workabout centres)
Students with a functional need *Children and students with a disability policy*	• Support services –as per catalogue of services • Special educators provide specialist advice and support to educators, students and their families • Complex needs team and HEI • IESP, One Plan
Gender diverse, intersex and sexually diverse students	• Policy and procedure provides guidance for responding to student needs. • Professional development and advice through Engagement and Wellbeing

Thank you

Elizabeth Vale Primary School

School Context

- **Elizabeth Vale School - Category 1** ICSEA score of 889, bottom 7th percentile Australia wide Stats as of 19/6/21
  - 479 students
  - 18 mainstream classes R-7
  - 3 IELC classes R-7
  - 2 special classes R-7
  - School based Preschool
  - 3 Special Classes Adelaide North Special School
  - 90% school card
  - 68% EALD – 30 languages spoken
  - 154 Humanitarian refugees
  - 76 ATSI learners
  - 70 IESP funded students
  - 16 children under care orders (3 commercial care/5 residential care/2 foster care/ 3 kinship care/ 3 emergency care)

Community hubs
Connect. Share. Learn.

Why Trauma Informed Schooling?

- Significant link between a person's exposure to ACEs & their physical and mental health throughout their lives.
- At Eliz Vale 90% of learners have experienced at least 1Adverse Childhood Experiences. 75 % have experienced 3-5 ACEs 15% more than 5 ACEs
- The more ACEs, the greater the risk

Substance use

Household violence

Transgenerational trauma

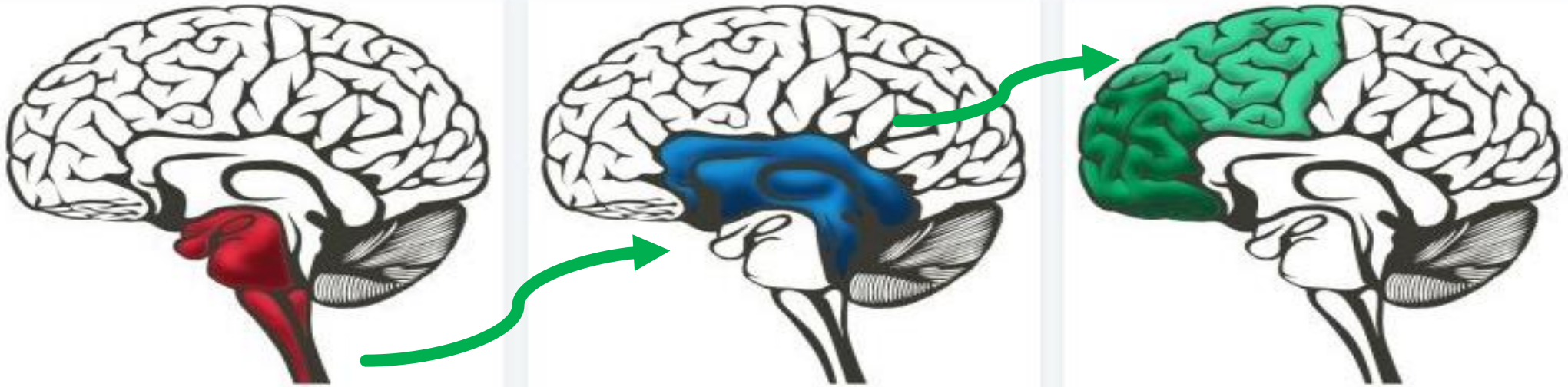
transience

Poverty

Displacement war

Feeling to thinking brain – daily work

Safety, Connection and Problem-Solving



Survival State

BRAIN STEM

The Survival State represents the primal brain and asks the question, *"Am I safe?"* The only way to soothe the Survival State is through the creation of *Safety.*

Emotional State

LIMBIC SYSTEM

This Brain State represents mid-level functionality and asks the question, *"Am I loved?"* The only way to soothe an upset emotional state is through *Connection.*

Executive State

PREFRONTAL LOBES

The Executive State represents the optimal state for problem-solving and learning. This Brain State asks the question, *"What can I learn from this?"*

Playford 10

Parent workshops

School orchard for fresh fruit

Important add on's

Books In Homes

Breakfast & school lunch program

Bi-annual eye checks

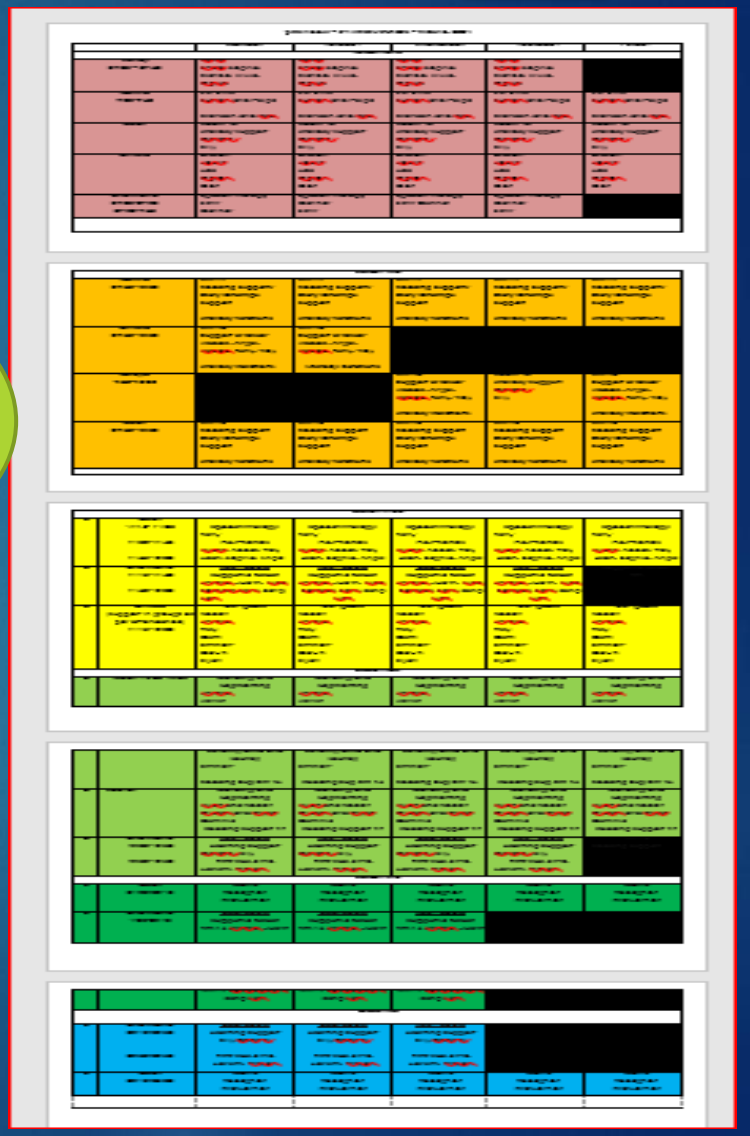
Annual dental checks

Early Years matter …

Playgroup

Investing in EY intervention & support

Explicit literacy teaching starts in preschool



Navigating Complexity in your School

J.P.S.S. JOURNEY

WHY?

BUILDING BETTER FUTURES FOR ALL

OUR CONTEXT

CATEGORY 2

7-12 TRIAL SCHOOL

ENROLMENTS 700+ STUDENTS, 100 STAFF

20% ATSI ENROLMENT

18% IESP FUNDED STUDENTS

SOME OF OUR CHALLENGES

UNDERSTANDING NEEDS OF OUR STUDENTS

ADDRESSING FUNCTIONAL NEEDS

MAKING WELLBEING AND DIFFERENTIATION EVERYONE'S BUSINESS

COMMUNICATION

COLLABORATING K - POST SCHOOL

RURAL CONTEXT

OUR INITIATIVES

EFFECTIVE MANAGEMENT OF FUNDS

PROGRAMS MATRIX

TARGETED TRAINING AND DEVELOPMENT

WHOLE SCHOOL FOCUS ON ONE PLANS

WHOLE SCHOOL FOCUS ON WELLBEING

EFFECTIVE MANAGEMENT OF FUNDS

IESP EXECUTIVE – FOLD, MAINSTREAM, WELLBEING

IESP CATEGORY

IESP GRANT

PROGRAMS MATRIX

3 TIERS

LITERACY

NUMERACY

LEARNING DIFFICULTY

WELLBEING

SOCIAL AND EMOTIONAL

OUTCOMES WE'VE ACHIEVED

TIMELY STAFF ALLOCATION

MAINSTREAM LEARNING DIFFICULTIES B1

EXECUTIVE TEAM

BERRY STREET

TRAINING OPEN TO PARTNERSHIP

SACE RESULTS AND TRANSITION TO WORK

WHERE TO NEXT

- STAY THE COURSE
- TEAM AROUND THE CHILD
- STRENGTHENING INDUCTION PROGRAM
- DIAGNOSTIC TESTING
- SEEK OUT EXPERTS

THANK YOU