Model for Supporting Students Impacted by Trauma

Universal support for all schools

Delivery of in-school and statewide Professional Learning in Trauma Informed Practice.

Guidance on quality programs, e.g. *Good Teaching Guide: Trauma Informed Practice.*

Self-paced online Professional Learning course in Trauma Informed Practice.

Use of Student Wellbeing Survey school reports to measure student wellbeing at an engagement and system level and inform planning.

The Model builds on and complements existing resources and funding for student support such as:

- Student Support Leaders
- Intensive Student Support Coordinators
- Student Engagement
- Inclusive Learning
- Professional Support Staff
- Interagency Student Support Team
- School Health Nurse Program

Guided support for schools with identified need

Schools that receive Guided Support Funding are supported to:

- Build sustainable, whole-school practices, including the acquittal of funding to measure and evaluate effectiveness
- Consider the particular needs of their school when determining the trauma-informed practice focus for their school (e.g. mindfulness, positive behaviour support, restorative practice, transitions)
- Work in collaboration with existing student support structures (e.g. professional support staff; Inclusive Practice Team; Interagency Student Support Team)
- Participate in the interactive online support hub by the Child and Youth Wellbeing team

Individual support for students

Funding to schools for individual students who have multiple complex needs requiring intensive and specialised support to enable them to access and participate in their learning program.

Students are initially identified by schools as being eligible to nominate for individual support using the Tasmanian Child and Family Wellbeing Assessment Tool.

In addition, the student has significant educational adjustments in place and therefore has a Learning Plan (per the Learning Plan Procedure).

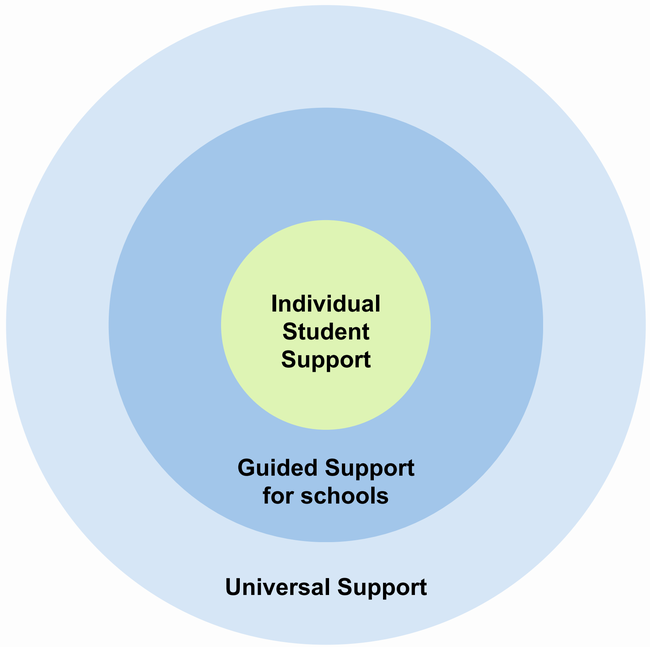
Schools utilise a nomination form annually for students to be considered for the individual supports.

A moderation process is undertaken by Educational Adjustment Moderators and is focused on the intensity and frequency of supports being implemented by schools to support the student, as evidenced in the Learning Plan and other supporting documentation available in DECYP student information and record storage systems (such as Risk Management Plans, De-escalation response plans, other support plans).

A panel consisting of Directors from Student Support, Inclusion and Cultural Diversity and Student Wellbeing then review the student moderation information to determine the allocation of the available fixed resources for the following calendar year.

Considerations

- How the school is currently supporting this student
- Evidence of a current Learning Plan that identifies the nature, frequency and intensity of educational adjustments in place. These are conditions under which supports and adjustments are being implemented to support the student's attendance and engagement with learning
- Supporting documentation saved to the Student Support System (SSS) and or the Case Management Platform (CMP) (all information relating to the Support and Wellbeing Assessment tool is in CMP)
- What supports are needed to enable the student to learn safely in a school setting, while also ensuring the safety of other students and staff
- What whole-school approaches are in place or being developed to support students impacted by trauma and students with emotional and behavioural challenges

Guiding Principles

- ***Inclusive*** – Funding should be used to develop and support whole-school approaches in line with individual school context.
- *Transparent* – Funding is distributed equitably, based on data, and responsive to changing needs.
- ***Sustainable*** – Funding should support the building of a long-term whole-school approach to enable the ongoing application of trauma-informed practices.
- ***Integrated*** – System-level funding should align with current DECYP activity and, ultimately, with cross-agency, whole-of-government initiatives to support children and young people impacted by trauma.
- ***Accountable*** – Appropriate accountability mechanisms should be in place to support the intended use of resources.
- ***Promote and Ensure Safety*** – Resourcing should be used to ensure a safe school environment, including the wellbeing of students and staff.