

Maximise the personal and social capabilities of each student



Wellbeing 12-Month Targets



TARGET 3.1

Improve the positive endorsement in the AtoSS [or, Accessible AtoSS] for the following factors: Managing bullying from 62% (2024) to 67% (2025) Teacher concern from 81% (2024) to 86% (2025) Emotional awareness and regulation from 65% (2024) to 70% (2025).

TARGET 3.2

By the end of 2025, all students will demonstrate incremental growth within their Personal and Social Capability (Self-Awareness) IEP goal, as determined by the four-point scale rating.



TARGET 3.3

By the end of 2025, all students will demonstrate incremental growth within their Personal and Social Capability (Social-Awareness) IEP goal, as determined by the four point scale rating.

TARGET 3.4

By the end of 2025, the percentage of students achieving their Personal and Social Capability (Self-Awareness) IEP goal will maintain at 68%.



TARGET 3.5

By the end of 2025, the percentage of students achieving their Personal and Social Capability (Social-Awareness) IEP goal will maintain at 68%.

Wellbeing Survey to be completed twice a year to allow students to be monitored and provided with the appropriate level of intervention at an early stage.

Wellbeing Survey, AtoSS and XUNO Wellbeing Reports to be used to proactively screen and identify whole-school focus areas that can be addressed at a Tier 1 (universal) level to support student wellbeing outcomes.

Personal and Social Capability Curriculum Units to include focus areas obtained from the 2024 Wellbeing Survey and AtoSS results including: Help Seeking, Social Connection, School Connectedness & Safety, Self-Regulation, Online Usage and Social Media, Bullying and Healthy Eating.

Wellbeing Team to periodically collect Canine Comprehension survey data to track and monitor the impact of animal-assisted therapy on student's wellbeing outcomes.

Communicate JSA's Wellbeing Vision Statement, in various platforms including wellbeing meeting agendas, Tier 3 interventions plans, school website and social media.

Implement a multidisciplinary approach when initiating and activating 'Wellbeing' referral pathways. This involves liaising with Student Support Team members including the AP, Wellbeing Team, Middle Leaders, Learning Specialists and Therapy Staff.

Canine Comprehension animal-assisted therapy program, to be implemented as a Tier 2 and Tier 3 intervention to support student mental health and wellbeing outcomes.

Personal and Social Capability Specialists and classroom teachers to establish a single Self and Social Awareness IEP goal for the whole year, unless students achieve their goals throughout the year.

Monitor student unexplained absences, to proactively connect families to school-based and external service supports.

Plan and deliver Professional Development related to SW-PBS, Trauma-Informed Practice, RRRR/PSC Curriculum and Restorative Practices throughout the year.

Student Leadership to plan and support with the implementation of the Cultural Calendar and SW-PBS practices across the school.



3a: Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.

School Engagement Team (SET) to plan and deliver Cultural Calendar to engage students and families to the school community.

Student Leadership and SET to support inclusive practices that promote SW-PBS by delivering videos of practices and resources.

Implement scheduled meetings to liaise with students to discuss how they can improve school safety and improve practices aligned to the school's Expected Behaviours.

Continued explicit teaching and modelling of PSC/RRRR curriculum.

Increasing families' confidence and capacity to engage in NDIS providers, by participating in school expo events and attending other information sessions run by partners in the community.

Learning Specialists to model effective Tier 1 strategies and Restorative Practices with teachers, as part of the peer observation process.

Learning Specialists to develop Videos of Practice that model effective Tier 1/ SWPBS strategies.

Mental Health & Wellbeing Leader to complete the School Wellbeing Leader Training to lead a whole-of-school community approach to wellbeing.

Embed effective Tier 2 social-emotional learning programs for middle-secondary year cohorts.

Implementation of training for the Social Worker to support Tier 3 interventions for Primary-Middle aged students.

Allocation of resources to support the implementation of Student Mental Health Month.

Provide materials for student exhibiting crisis.



3a: Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.

Implement the Cool Kids Program as a Tier 3 intervention, supporting students exhibiting anxiety using cognitive behavioural therapy techniques.

Implement art therapy techniques as a Tier 3 intervention, supporting students exhibiting anxiety or other mental health related conditions.

Social-Emotional groups to be planned, delivered and assessed by the Wellbeing Team and classroom teachers as a Tier 2 intervention, to facilitate collaboration and open communication between stakeholders.

Implement universal Tier 1 practices that develops a shared understanding of whole-school Restorative Practices aligned to our JSA Restorative Practice Action Plan.

Designing Restorative Practice visual prompts/scripts, to support the implementation of restorative practice conversations aligned to the JSA Restorative Action Plan.

Review the student debrief template to align with the school's commitment to engage in effective restorative conversations following an incident.

Allocation of Mental Health Practitioner through the Mental Health Practitioners in Specialist Schools and Schools Mental Health Fund Menu Targeted Initiatives.

Allocation of Disability Inclusion Officer through the Disability Inclusion Targeted Initiative.

MHWL to arrange a bullying prevention incursion (Brainstorm Production- Sticks and Stones) for all students.

School-Wide implementation of the PSC curriculum for all students.

Review school's debriefing process.

Provide Professional Development about SW-PBS, Behaviour Flowchart and Restorative Practice.

Implement Adolescent Health and Advocacy curriculum for secondary-aged students.

Disability Inclusion Teacher Release to attend DI meetings.



3c: Embed positive mental health approaches across the school.