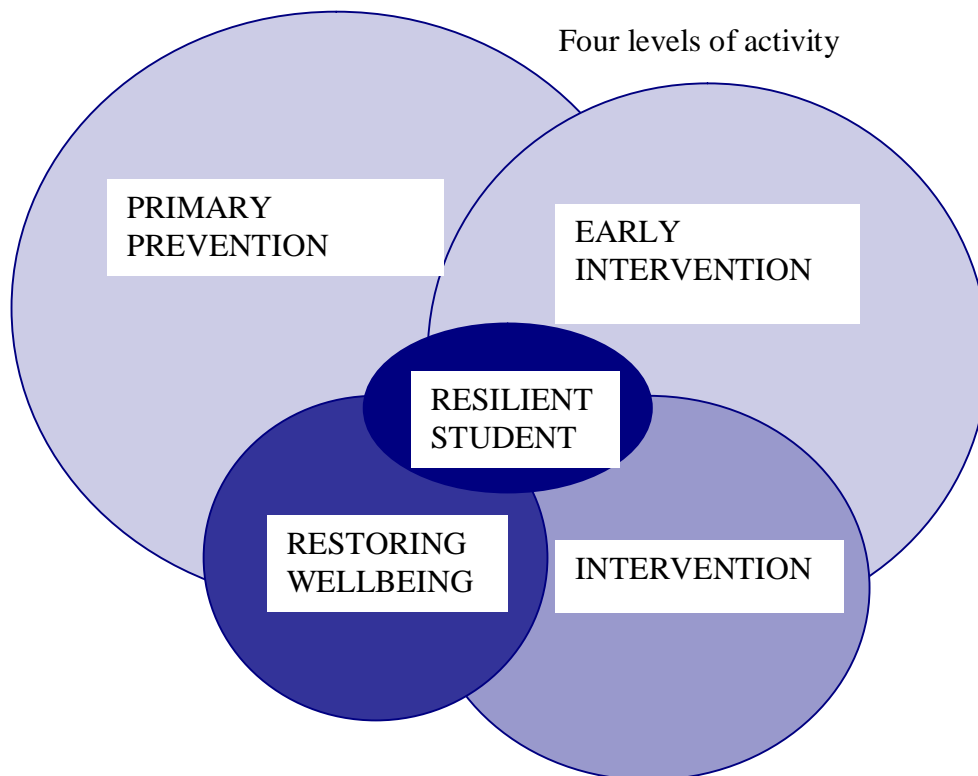




# THE FRAMEWORK FOR STUDENT SUPPORT SERVICES IN VICTORIAN SCHOOLS

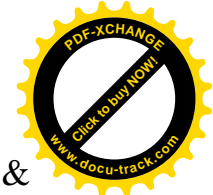
This *Framework*, developed in 1999 has formed the basis of a whole school approach to student wellbeing in Victorian schools. It outlines how a continuum of services can be provided to students and their families within a comprehensive and integrated framework, with an increasing emphasis on preventative approaches and early intervention activities. The *Framework* outlines four interrelated levels grouped together with the ‘resilient student’ at its centre.



Similar to the categories suggested by Brenda Morrison outlining ‘**restorative practices**’ on a continuum from primary interventions, secondary or ‘targeted’ interventions through to tertiary interventions, this document looks at a comprehensive continuum of support. In relation to restorative practices in schools, these four levels of activity are as follows:

## 1. Primary Prevention – Build Belonging and Promote Wellbeing:

- Ø build mutual respect & promote safety at school
- Ø encourage supportive relationships
- Ø the explicit teaching of social skills
- Ø involve parents/families & community
- Ø circle time in classrooms – opportunities to create a classroom community
- Ø emotional intelligence curriculum



- Ø problem solving, decision making, skills for increasing self control, social & assertiveness
- Ø personal & social development focus, increasing self understanding & acceptance, peer counselling

*Every school needs 'a schoolwide commitment to respectful behaviour. This involves developing behaviour that promotes everyone's integrity, safety & wellbeing. Respectful behaviour is marked by the acknowledging & valuing of racial, gender, age and other differences; the practice of listening to others; the willingness to make and honour agreements for mutual respect; and the ability to solve problems and make decisions cooperatively'. Cantor, 1997*

## **2 Early intervention - strengthen coping & reduce risk:**

- Ø classroom conferencing
- Ø small group or mini conferencing
- Ø provide school-based counseling and support
- Ø develop programs to improve skills
- Ø reducing risk factors and increasing protective factors
- Ø peer mediation
- Ø problem-solving circles

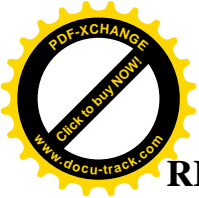
## **3 Intervention - access support & provide treatment**

- Ø classroom conferences
- Ø large scale community conferences
- Ø small group or mini-conferencing
- Ø peer mediation
- Ø mediation
- Ø Continuity of care: Important considerations here are:
  - Quality of communication between those offering support
  - commitment & perseverance of the main players
  - flexibility of the management system to adjust to changes
  - levels of resourcing
  - efficiency of the organisation
  - attention to monitoring & evaluation

*Framework Teacher Resource Materials*

## **4 Restoring wellbeing -manage trauma & limit impact**

- Ø provide counselling and support
- Ø monitor recovery and agreements



## REFERENCES

Department of Education, Victoria, 1998, *Framework for Student Support Services in Victorian Government Schools*. [www.sofweb.vic.edu.au/welfare](http://www.sofweb.vic.edu.au/welfare)

Cantor, R., Kivel, P. & Creighton, A., 1997, *Days of Respect: Organising a School-Wide Violence Prevention Program*, Hunter House, California

Fuller, A., McGraw, K. & Goodyear, M., 1998, *The Mind of Youth*, Connect Project, Department of Education, Victoria