

Supported social, emotional, behavioural and academic learning

ACCESS

excellent teachers – advice and feedback – the opportunity to identify what works for them – evidence of and the reason for their learning – evidence of their impact on peers’ learning –

SAFETY

*protective practices
policies and procedures
school rules
co-regulation & self-regulation
interpersonal safety
safety in community
physical space*

BELONGING

*significance of culture
acceptance of diversity
relationships with peers
relationships with community
connectedness to teachers
ethical understanding
social and emotional capabilities*

FLEXIBILITY

*teachers alert to needs
resilience
supportive connections
emotional wellbeing
strengthened individual capacity
social decision making
stamina for learning*

We partner with families, community and organisations as one team, in support of our young people and take their opinions into account in all decisions affecting them

We consistently support our young people through a clear and shared understanding of our response model and expectations, and receive and action their feedback about our school

We consider each young person’s culture, capacity and surrounding circumstances and balance consistent expectations with adaptability in response to their needs without discrimination

