| Reimagining Peer Support through an Inclusive Education lens  *The school will implement an inclusive peer support program with students in Year 10 and Year 7 to support transition to school. Peer support leaders are involved in a collaborative process to ensure activities are inclusive. Data collection is embedded throughout the program to ensure program effectiveness and inform future directions.* | |
| --- | --- |
| Program purpose | * The Peer Support program is inclusive of all students and builds social-emotional learning and student agency. |
| Alignment with the school’s SIP | **Strategic Direction 3: Wellbeing & Engagement**   * Recognises students as leaders of their own learning and activates student voice in to how they learn best. * Upholds the Disability Standards – adjustments to learning, all programs are accessible * Building connectedness/belonging to peers, staff and school. * Amplifying student participation through student voice, choice, working together and having influence. |
| Improvement measures for this program | * TTFM data has a 10% increase, above the 2020 baseline (or using SSSG/state data as baseline) in Social Engagement: Sense of Belonging/Positive Relationships & Advocacy at School * All Year 10 students will demonstrate their leadership skills through participating in planning and implementing the Peer Support Program. * Student reports evidence successful participation in SEL programs. |
| Program description | |
| Term 4: Peer Support camp (in-school three day incursion) for all Year 9 students   * Year 9 students given ACARAs personal and social capability continuum and asked to assess themselves against it (Pre-program data source for student leaders). * LaST & EALD teachers present strategies to make materials accessible for all students and discusses benefits for engagement/wellbeing. * The Year Advisor and the Student Support Officer present strategies to be incorporated: mindfulness, movement breaks and brain breaks and discuss benefits for engagement/ wellbeing. * Year 9 students examine and reflect upon current Peer Support resources in groups. * Groups brainstorm about resources; are they current, inclusive for all Year 7 students and in alignment with ACARAs personal and social capability. * Groups work on individual lessons and present to the rest of Year 9. Presentations filmed – peer and self assessment of resources with opportunities to reflect, evaluate and improve them (LaST, EAL/D teacher, YA, SSO as coach/mentors). * A Student Peer Support committee is formed to lead staff PL and analyse data. This is open to everyone (no capped numbers). The SSO mentors this group. (Program data source – number of students participating).   Term 1: Staff PL and Peer Support program implementation   * At the staff development day (Day 1, Term 1) the Student Peer Support committee explain the new program to staff (with support from the SSO/Year Advisor) and do a sample lesson with the staff. Staff feedback is invited and analysed by the Student Peer Support committee and the SSO. * The Learning and Support team use transition information (PLSPs, handover meetings) to determine whether adjustments to the resources or the environment need to be made to ensure the program is inclusive. This information is shared with the Year 7/10 teachers and included on PLSPs (*NOTE: PLSPs co-constructed with students/parents/carers and adjustments discussed in PLSP meetings/review meetings*). * At the start of the term, it is acknowledged that many of the Year 7s would have been Peer Support Leaders in their own school. An online survey is conducted to assess prior knowledge, expectations and self-assessed social/emotional competence (Pre-program data source for Year 7). * Peer Support leaders (now Year 10) run the program with the Year 7s twice a week (2 x 30 minute sessions). This is supervised by the SSO, Year 7 and 10 timetabled teachers, who have access to the materials. Adjustments are discussed with students and enacted accordingly. * At the end of each session, Year 7 and Year 10 complete an online exit slip. The Student Peer Support committee work with the SSO each Monday at lunchtime to analyse this data (Mid program data source).   Term 1, Week 10: Reflections, recognition assembly, school report preparation   * Year 10 students are given ACARAs personal and social capability and asked to assess themselves against it again. They are then given their self-assessment from the previous year and asked to write a reflection statement, to will be published in their Semester 1 report along with a Year Advisor comment. The SSO amalgamates this info, depersonalises it and presents it at an aggregate to the Student Peer Support committee (Post program data source). * Year 7s complete an evaluation about the Peer Support Program with suggestions for improvements, their reflections on the programs, and key takeaways. Their reflections will be published in their Semester 1 report. * All Year 7/10 students are formally invited to a recognition assembly to celebrate their achievements. Representatives from Year 7 and 10 give speeches. Year 6 teachers from feeder schools are invited. Photos and the speeches are published in the school newsletter and on social media channels. * Year 7/10 parents/carers are asked to complete a survey about their child’s participation in the program. (Post program data source) – summary communicated back to parents/carers through newsletter   Term 2: Wrap up, data analysis and school reports   * Year 7 and 10 participation in the program is evidenced in Semester 1 reports (English teachers to assist with final edits). (Post program data source). * Student Peer Support committee analyses all data and evaluates how effective the program is. The SSO mentors this group. (Program data source – number of students participating).   Term 4: New training with data from previous group   * At the end of term 4, when the new Year 9 students are being trained, the Year 10 Peer Support committee presents the data and evaluations about the program to the new students, along with any recommedations. Staff are also given a copy of this information. (Post program data source). | |

**Program evaluation across the SEF**

|  |  |  |
| --- | --- | --- |
| School Excellence Framework V2 theme(s) | How the theme relates to your program | Potential data sources and evidence for evaluation. |
| Domain: Learning  Element: Learning Culture  Theme: Transition and continuity of learning | Peer Support program collects and analyses information to inform and support students’ successful transitions by using information from handover meetings to inform resources and PLSPs. | * Year 7 pre-program online survey * Evidence of adjustments made to Peer Support (PS) Program (in alignment with info from handover meetings/PLSPs) * Exit slips analysis * Year 7 evaluations/reflections on reports * Year 6 teachers at assembly * Parent/carer survey summaries |
| Domain: Learning  Element: Wellbeing  Theme: A planned approach to wellbeing | A school-wide planned approach ensuring that all students have the opportunity to be leaders in Year 10.  Planned approach to amplifying student voice with student-led learning with appropriate support and adjustments. | * Pre-post SEL data for student leaders * Evidence-based practices in program e.g. movement breaks * Adjustments for students with disability in PS program + evidence of student consultation about adjustments * Evidence of student voice/influence in new PS resources * Student PS committee: number of students, engagement, data analysis, presenting to staff (HPGE: Socio-emotional domain) * Semester 1 reports evidencing PS program + reflections * Student PS committee evaluation of the program * Newsletter/social media posts about PS |
| Domain: Learning  Element: Curriculum  Theme: Differentiation | Adjustments made for EAL/D students and students with disability | * Differentiated resources * Adjustments discussed with students as per Disability Standards * Adjustments referenced in PLSPs * Staff feedback from school development day sample lesson with student peer support committee. |
| Domain: Learning  Element: Reporting  Theme: Student reports | Student reflections on peer support program support reports to be personalised and comprehensive. | * Student reflections on reports –thematic analysis of student voice * Wellbeing programs evidenced through reports (reflections) |
| Domain: Teaching  Element: Data skills and use  Theme: Data analysis | Teachers and students contribute to gathering and analysing data pre-during-post program to inform next steps and progress towards goals  Reporting on program based on reliable data and analysis | * Student Peer Support committee /SSO data analysis and evaluation of program efficacy * Analysis of Staff feedback from sample lesson * Pre-post program data analysis from leader perspective |
| Domain: Leading  Element: Management practices & processes  Theme: Community satisfaction | School community (parent and student) satisfaction is measured and shared through existing communication channels | * Student reflections on reports –thematic analysis of student voice * Parent surveys – thematic summary shared with parents * Newsletter/social media posts about Peer Support |