

<p><b>Component 1:</b> <b>A positive school community</b> <b>Programs for a specific purpose</b></p>		Target group				Other factors			Staff PL	
		Leadership staff	All staff	Students	Parents / Carers / Families	Identified theoretical framework	Survey / Audit tools available	Designed for, or demonstrated applicability to, special student groups	Staff professional learning (PL) available	Staff professional learning (PL) compulsory
Issue to be addressed	Program title									
Bullying	<a href="#"><u>Bully-Busters</u></a>	✓	✓	✓		✓			✓	
	<a href="#"><u>Friendly Schools and Families Program</u></a>	✓	✓	✓	✓	✓	✓		✓	
	<a href="#"><u>No Blame Bullying Prevention Approach</u></a>	✓	✓			✓			✓	
	<a href="#"><u>The P.E.A.C.E. Pack</u></a>	✓	✓			✓		S	✓	
	<a href="#"><u>Peer Support: Speaking-Up</u></a>			✓		✓	✓		✓	✓
	<a href="#"><u>Steps to Respect</u></a>	✓	✓	✓		✓	✓		✓	
	<a href="#"><u>Stories of Us: Bullying</u></a>			✓		✓				
Parental mental illness	<a href="#"><u>Supporting Kids in Primary Schools (SKIPS)</u></a>		✓	✓		✓			✓R	✓
Refugee adjustment / settlement	<a href="#"><u>Roads to Refuge</u></a>			✓		✓			✓	

Applicability to special student groups: C = CALD I = Indigenous LS = Low SES R = Rural S = Special needs Staff PL: R = Restricted E = External agency only

Note: A more detailed key is provided at the end of this document

# Component 1:

## A positive school community

### **Categorisation Key**

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#### **Target group**

This section identifies the direct recipients of the program:

- Leadership Staff
- All Staff
- Students
- Parents/Carers/Families

#### **Other factors**

##### *Identified theoretical framework*

The authors and/or developers of the program have identified a recognised theoretical framework that the interventions/activities used in the program are based on.

✓ Yes

##### *Survey / audit tools available*

✓ Yes

##### *Designed for, or demonstrated applicability to, special student groups*

- C** Culturally and linguistically diverse (CALD)
- I** Indigenous
- LS** Low socioeconomic status and disadvantaged
- R** Rural settings
- S** Special needs (e.g. Learning disabilities, intellectual disability, physical disabilities etc.)

#### **Staff professional learning (PL)**

##### *Staff professional learning (PL) available*

✓ Yes

**R** Program training and/or implementation are restricted to specific staff members, such as a school psychologist, or those who have completed preliminary training levels.

**E** Professional learning for school staff is not required, as program can only be implemented by an external agency (i.e. Community Health Centre, organisation etc.).

##### *Staff professional learning (PL) compulsory*

It is compulsory that staff professional learning be undertaken prior to the implementation of the program.

✓ Yes