

Suicide Prevention Action Plan 2024 – 2027

Compassion. Belonging. Connection.



**Government
of South Australia**

Department for Education

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Support

The topic of suicide can raise uncomfortable feelings for many people. If you are psychologically impacted by this topic and require support, please access one of the following services:

Support service	Contact details
Department's Employee Psychology Services hotline	8226 0744
Lived Experience Telephone Support Service	1800 013 755
13YARN	13 92 76
QLife	1800 184 527
Lifeline	13 11 14
Suicide Call Back Service	1300 659 467

**If you or someone you are
with is in immediate danger,
please call triple zero 000**

Statement from the Chief Executive

We're committed to fostering and growing compassionate and connected school and preschool communities across South Australia. Communities where everyone feels safe, has a strong sense of belonging, so they can learn and thrive.

The Department for Education's Suicide Prevention Action Plan supports the enactment of the South Australian Suicide Prevention Plan 2023 – 2026. It promotes building wellbeing and strengthening the protective factors for suicide prevention within individuals and local communities.

Our workforce plays a key role in shaping the lives of South Australia's children and young people. Together with their families, they work with them to build trust, support social and emotional development, and prioritise wellbeing for learning.

This action plan builds on the department's current responses to suicide prevention and postvention. It commits to new initiatives that address the risks and enhance the protective factors for suicide, with a focus on those who are at greater risk. Importantly, people with lived experience of suicide have shaped its development and are fundamental to informing the ongoing implementation of the actions.

Everyone plays a role in suicide prevention. As one of the biggest departments in the South Australian public sector, we will strive to make a difference for our children, young people, educators, employees, families and volunteers.

Professor Martin Westwell

Chief Executive

Department for Education

Acknowledgements

The department thanks the many people with lived experience of suicide who have contributed to the development of this Action Plan.

People with lived experience includes people who have experienced suicidal thought, survived a suicide attempt, cared for someone through a suicidal crisis, been bereaved by suicide or have had a loved one who has died by suicide.

For Aboriginal people a lived experience recognises the impacts of past injustices and dispossession as a result of colonisation, and ongoing racism and discrimination on social and emotional wellbeing and suicide-related distress. It also recognises that Aboriginal mental health and wellbeing encompasses all aspects of life, including the social, physical, emotional, cultural and spiritual wellbeing of the individual and their community.

This Action Plan acknowledges Aboriginal people as the traditional custodians of the lands where we live, learn and work and pays respects to the cultural authority of Aboriginal Elders past, present and emerging.

Please note: throughout this document the term Aboriginal respectfully refers to people who identify as Aboriginal, Torres Strait Islander and both Aboriginal and Torres Strait Islander.

About the department

Our department supports South Australia's children and young people from the early years, in preschool and school, until a young person leaves their secondary education. We believe that every child and young person deserves the opportunity to be their best in life. When our children and young people thrive, so does South Australia.

Our department reaches across 900 public schools, preschools and children's centres supporting over 180,000 students and interacts with an indeterminate number of parents, families and carers. Over 30,000 employees and approximately 25,000 volunteers work across all areas of South Australia, including employees in centrally located corporate divisions.

Suicide has a significant impact on our people reflecting its broader impact on the South Australian community. The State Suicide Prevention Plan 2023 – 2026 identifies several groups in the general population who are disproportionately impacted by suicide. The Action Plan refers to these groups as 'priority populations' and they include:

- people who identify as LGBTQIA+
- Aboriginal people
- people in regional, rural and remote areas
- people who have experienced domestic and family violence
- people with a mental health illness
- people with disability
- neurodiverse people
- men.

Department-specific priority populations include:

- students in care
- students in the years of transition
- the oldest student groups.

The Action Plan reflects this broader context and builds on the department's current suicide prevention responses to support priority populations.

Our vision for suicide prevention

A department committed to preventing suicide by fostering empathic and supportive working and learning environments where every learner, educator, employee and volunteer feels that their mental health and wellbeing is supported compassionately and in a culturally responsive manner.

Risk and protective factors for suicide

The State Suicide Prevention Plan 2023 – 2026 notes that suicide is complex and generally not caused by a single event or condition. It arises from a complex interaction between many risk factors and triggers in a person's life at a particular point in time. These factors may be present at individual, family, community and societal levels.

Risk factors can include a history of mental illness; job/financial problems or loss; lack of access to health care; problematic alcohol and other drug use; criminal/legal problems and discrimination. For children and young people risk factors include a history of adverse childhood events; social isolation/alienation from peers; bullying; childhood trauma; learning difficulties and disciplinary issues with school authority figures.

There are many factors at individual, relationship, community and societal levels that can support and protect people from suicidality. These protective factors include having a strong sense of cultural identity; access to secure housing; stable employment; access to mental health treatment; community support and connectedness; and support from partners, family and friends.

For children and young people protective factors include early identification and treatment for psychological disorders, particularly depression; postvention efforts in schools to reduce contagion; and information made widely available to parents, teachers and school administrators to reduce the risk of adults dismissing early warning signs of suicide in children.

The Action Plan builds on the department's current broader responses to mental health and wellbeing that address risk and protective factors for suicide including:

- bullying
- inclusion
- job/financial problems
- connection to community and culture
- racism and cultural responsiveness.

Strategic context

The Action Plan gives effect to South Australia's Implementation Plan for the National Agreement on Closing the Gap, the *Suicide Prevention Act 2021*, the South Australian Suicide Prevention Plan, and key department strategic priorities.

South Australia's Implementation Plan for the National Agreement on Closing the Gap

The Action Plan aligns with Target 14 – Significant and sustained reduction in suicide of Aboriginal and Torres Strait Islander people towards zero.

The Suicide Prevention Act 2021 and the South Australian Suicide Prevention Plan

- Actions are aligned under the five priority areas of the South Australia Suicide Prevention Plan 2023 - 2026.

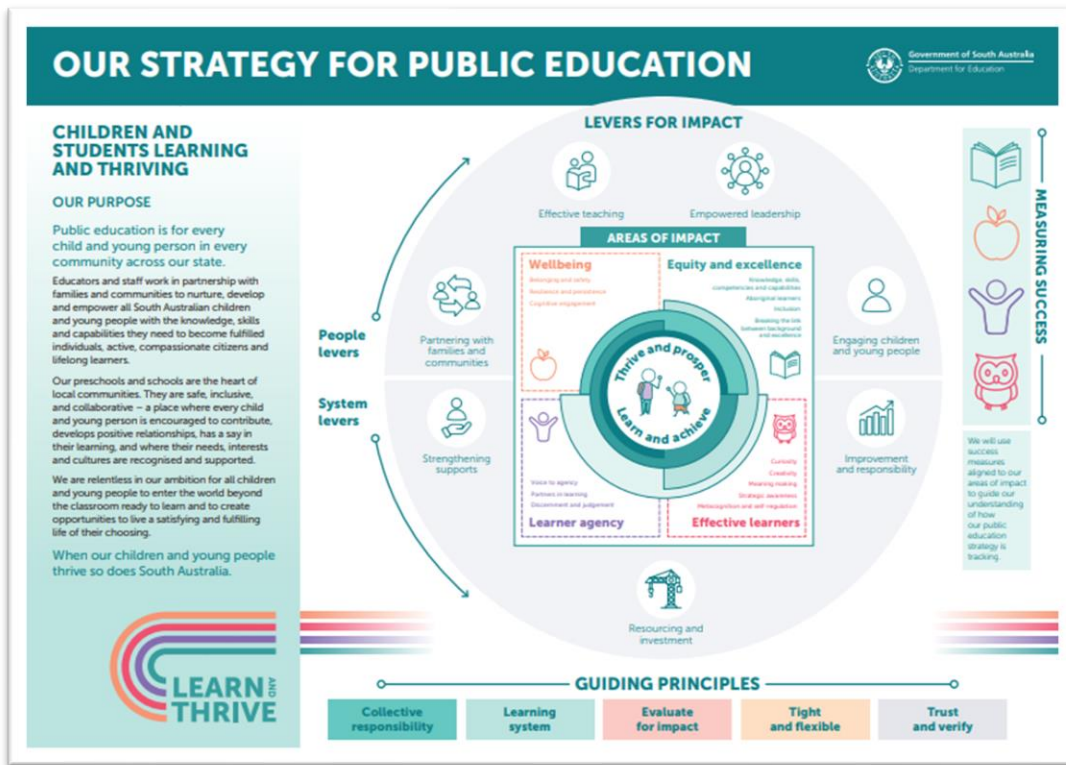


- The voice of people with lived experience of suicide, Aboriginal people and priority populations have been embedded in the Action Plan and will be involved in the ongoing implementation of actions, following the *Suicide Prevention Act 2021* and the *Partner* and *Respect* priority areas and principles of the South Australian Suicide Prevention Plan. The department is committed to genuine co-design in partnership with Aboriginal people and communities, as defined by the South Australian Public Sector co-design principles and conditions. Co-design with Aboriginal people with lived experience will be key to developing and delivering relevant actions.
- Actions focus on promotion, prevention, early intervention and tertiary intervention and are either universal or targeted. This complements the population health focus of the South Australian Suicide Prevention Plan.

Our strategy for public education in South Australia

Public education is for every child and young person in every community across our state. Educators and staff work in partnership with families and communities to nurture, develop and empower all South Australian children and young people with the knowledge, skills and capabilities they need to become fulfilled individuals, active, compassionate citizens and lifelong learners.

Our strategy has four areas of impact that describe what we will prioritise and resource to successfully deliver on our purpose. Our seven system levers for impact support and enable our people to create the biggest impact for our learners.



The Action Plan will contribute to the *wellbeing* area of impact and make change through the *effective teaching*, *empowered leadership* and *strengthening supports* levers.

Aboriginal Education Strategy 2019 to 2029

The strategy focuses on empowering Aboriginal students as proud and confident learners by:

- increasing opportunities for children and young people across the state to engage with Aboriginal languages
- creating learning environments that respond to students’ cultural needs
- developing individual learning plans for Aboriginal learners at all our schools.

The Action Plan builds on existing tools, resources and services that improve cultural wellbeing and learning outcomes for Aboriginal children and young people.

Stretch Reconciliation Action Plan 2023 to 2026

We are committed to genuinely embracing Aboriginal voices in our everyday work. We will continue to celebrate diversity, including the diversity that exists within Aboriginal cultures and will build our cultural responsiveness to support Aboriginal students, families and members of our workforce to learn and thrive.

Aboriginal people and Aboriginal people with lived experience were consulted in developing the Action Plan and will be involved in the ongoing development and implementation of actions to ensure actions are responsive.

Diversity and Inclusion Action Plan

The Diversity and Inclusion Action Plan aims to promote inclusion for all employees and supports the following diversity streams: LGBTQIA+, disability, age, gender, Aboriginal people and culturally and linguistically diverse people.

The Action Plan complements the Diversity and Inclusion Action Plan by giving effect to populations at increased risk of suicide-related distress.

Development of the Suicide Prevention Action Plan

Consultation

The department consulted widely to capture the diverse voices of department employees, volunteers, parents/carers, and children and young people in the South Australian public education sector including people with lived experience of suicide and priority groups at increased risk of suicide:

- A governance structure was developed comprising a Steering Group and a Consultation Panel with members reflecting a diversity of critical knowledge across the department. Geographic regions represented included the Adelaide metropolitan area, the South East, the Eyre Peninsula, the Anangu Pitjantjatjara Yankunytjatjara Lands and the Maralinga Lands.
- A number of priority populations were represented including: Aboriginal people; LGBTQIA+ people; people in regional, rural and remote areas; students with a mental health illness; students with disability; students in the years of transition; and the oldest student groups.
- A number of members identified as having lived experience of suicide.

A confidential online survey was developed to capture feedback from key priority groups within the department:

- Department's Aboriginal Workforce Network: a network of Aboriginal employees who are engaged to provide feedback on workforce initiatives.
- Workplace Inclusion Reference Group (WIRG): a network of department employees representing diversity streams including LGBTQIA+, age, gender, Aboriginal, disability and culturally and linguistically diverse. WIRG members are engaged to provide feedback on a range of department initiatives.
- principal associations: association membership includes primary and secondary schools, area schools, preschools and special education.
- volunteers : volunteers from a range of sites the majority of whom are the parents/carers of our learners.
- school wellbeing leaders: qualified teachers with expertise on student wellbeing and mental health. Roles are unique to each school setting reflecting student needs and school context.

The survey provided respondents with information on the department's current policies, processes, services and training regarding suicide prevention, postvention and suicide-related distress for students and employees and sought their ideas on strengthening current responses. The survey was open for five weeks and generated 78 responses.

Lived experience and demographic data of survey respondents	%
Lived experience	84%
Woman or female	73%
Man or male	25%
Non-binary	0%
Aboriginal	29%
LGBTQIA+	10%
Disability	10%
Special need	2%
Additional need	7%
Regional, rural or remote	28%
Culturally and linguistically diverse	32%

- Additional consultation was undertaken with the following department stakeholders:
 - Aboriginal Voice Framework register: a network of Aboriginal employees who provide feedback, expertise and advice on department projects and policies.
 - Aboriginal Workforce Initiatives team: responsible for developing and implementing the Aboriginal Workforce Plan.
 - Aboriginal Education Directorate: works collaboratively across the department, state and national government and the non-government sector to provide an Aboriginal focus to strategic policy and service delivery.
 - Injury Management Unit: provides support to employees following a work-related injury.
 - Employee Relations Unit: provides support to employees who need to resolve a complaint, grievance or dispute.
 - numerous individual employee stakeholders including an employee from a country school site with lived experience who Chairs the area's Suicide Prevention Network.
- Information about the draft Action Plan and a link to the document was distributed department-wide inviting all employees to provide feedback.
- Preventive Health SA and two members of the South Australian Suicide Prevention Council were consulted on the content of the online survey.
- Public consultation over four weeks was facilitated through YourSAy, the whole of government online consultation hub. Seventeen responses were received from individuals and four submissions from government and non-government agencies.

Literature

The Action Plan is evidence-based and has incorporated information from the following sources:

- relevant output from the Preventive Health SA (formerly Wellbeing SA) consultation report What we heard about suicide in South Australia: a consultation feedback report to inform the development of South Australia's next Suicide Prevention Plan
- the South Australian Suicide Prevention Plan 2023 - 2026
- Shifting the focus: a national whole-of-government approach to guide suicide prevention in Australia
- Australian literature focused on mental health and suicide prevention in the education sector including the Australian Psychological Society and Headspace: School Support.

Actions

Priority 1: Partner - Enable multisectoral and whole of community approaches to suicide prevention

Action number	Actions	Measurable target	Timeframe for review
1.1	Engage in high-level strategic collaboration across government on suicide prevention initiatives including participating in the cross-government Suicide Prevention Community of Practice and the First Nations Mental Health and Suicide Prevention Committee.	<ul style="list-style-type: none"> Number and types of collaborations. 	2027
1.2	Contribute to and promote the South Australian Suicide Prevention website as a hub of resources to facilitate mental health and suicide prevention strategies.	<ul style="list-style-type: none"> Number and type of contributions and promotion. 	2027
1.3	Work collaboratively with SA Health, Nganampa Aboriginal Community Controlled Health Service and other relevant agencies on the Anangu Pitjantjatjara Yankunytjatjara Lands and the Maralinga Lands to build culturally responsive clinical programs and improved response times for Anangu and Maralinga students, employees, volunteers and their families.	<ul style="list-style-type: none"> Culturally responsive clinical programs are accessible and timely appointments are available. 	2027
1.4	Consider opportunities to strengthen information sharing requirements when a child or young person may be at risk of suicide.	<ul style="list-style-type: none"> Review and availability on the intranet of <i>Information sharing guidelines</i> and <i>Self-harm and suicidal behaviour response guideline for schools</i>. 	2027

Priority 2: Respect - Promote social and emotional wellbeing and prevent and respond to suicide risk for Aboriginal South Australians

Action number	Actions	Measurable target	Timeframe for review
2.1	Implement a mechanism to determine if the psychological and wellbeing support provided to employees in the Anangu Pitjantjatjara Yankunytjatjara Lands and the Maralinga Lands is effective.	<ul style="list-style-type: none"> Feedback from employees who have received a wellbeing check is collected and monitored. 	2025
2.2	Apply a suicide prevention lens to the <i>Stretch Reconciliation Action Plan</i> and amend as relevant. Include an acknowledgement of striving for better health outcomes together with community.	<ul style="list-style-type: none"> Stretch Reconciliation Action Plan amended as relevant. 	2025

2.3	Source and/or develop culturally responsive resources on suicide prevention and postvention for Aboriginal employees and volunteers. Promote the resources.	<ul style="list-style-type: none"> Culturally responsive resources on suicide prevention and postvention are promoted and available on the intranet. 	2026
2.4	Review HR policies to ensure culturally responsive and safe support is available to Aboriginal employees and volunteers impacted by suicide.	<ul style="list-style-type: none"> Number and type of HR policies reviewed and updated/edited accordingly 	2026
2.5	Review policies and guidelines regarding suicide prevention and postvention to ensure they are culturally responsive and culturally safe.	<ul style="list-style-type: none"> Number and type of policies and guidelines reviewed and outcome of reviews. 	2027
2.6	Create opportunities for the Aboriginal workforce, including volunteers, to undertake culturally responsive training in mental health and trauma support and consider developing training in Aboriginal language/s.	<p>Number of Aboriginal employees and volunteers who have completed the following training:</p> <ul style="list-style-type: none"> <i>Psychological First Aid</i> (culturally responsive adaptation) <i>Aboriginal and Torres Strait Islander Mental Health First Aid</i> <i>Aboriginal and Torres Strait Islander Youth Mental Health First Aid.</i> Completed scoping review regarding developing culturally responsive <i>Psychological First Aid</i> training in Aboriginal language/s. 	2027
2.7	Explore options to engage Aboriginal mental health professionals to provide culturally responsive mental health and wellbeing support to Aboriginal employees impacted by suicide.	<ul style="list-style-type: none"> Completed scoping review regarding engaging Aboriginal mental health professionals. Number of Aboriginal mental health professionals engaged and their professional background. 	2027
2.8	Support schools to identify which mentoring programs aimed at empowering Aboriginal girls could be implemented by the school (relevant to the needs of individual sites).	<ul style="list-style-type: none"> Number and type of programs rolled out. Number and demographics of participants who have completed workshops. 	2027
2.9	Continue to build the catalogue of evidence-based social and emotional wellbeing programs on the External Wellbeing Programs Directory to support school selection of quality programs with a focus on increasing the number of programs that support Aboriginal children and young people.	Number of social and emotional wellbeing programs available including number of programs that support Aboriginal children and young people.	2027

Priority 3: Prevent - Create compassionate, safe and resilient communities

Action number	Actions	Measurable target	Timeframe for review
3.1	Develop a mechanism to ascertain employees' and volunteers' knowledge of department policies and processes regarding suicide prevention and postvention to inform the development of a promotional strategy as required.	<ul style="list-style-type: none"> Type of mechanism developed and promotional strategy implemented. 	2024
3.2	Undertake a scoping review of all department operational programs and services, policies, procedures, guidelines, resources, training and strategic directives regarding suicide prevention, aftercare and postvention to determine strengths, gaps and areas to improve/augment.	<ul style="list-style-type: none"> Scoping review complete. 	2024
3.3	Promote World Suicide Prevention Day, Mental Health Month and R U OK Day as days of significance in the department. Consider inviting people with lived experience to speak as part of these days.	<ul style="list-style-type: none"> Communications strategies developed and implemented. Employees are aware of the days. Number of people with lived experience who have presented and context of presentations. 	2025
3.4	Promote the <i>Compassionate Foundations: Suicide prevention capability suite</i> to all leaders, employees and volunteers with targeted promotion to relevant cohorts.	<ul style="list-style-type: none"> Number, position category and per cent of employees and volunteers (including from targeted cohorts) who have completed the training. 	2025
3.5	Embed safe and consistent messaging about mental health, self-harm, suicide and priority populations in department communications.	<ul style="list-style-type: none"> Life in Mind's <i>National communications charter</i> is signed. Mindframe's guidelines for language use and communication are promoted and referenced in the department's <i>Writing style guide</i>. 	2025
3.6	Undertake a scoping review to determine if the department is meeting its legislative and compliance obligations in relation to positive duty obligations, psychosocial hazards and other departmental commitments that have already been made relating to anti-discrimination and racism.	<ul style="list-style-type: none"> Scoping review complete. 	2025
3.7	Develop mechanisms to better support employee complaint resolution processes	<ul style="list-style-type: none"> Employee complaints form available on the intranet. Employee complaints procedure and the Resolving complaints and requesting reviews intranet page are 	2025

		<ul style="list-style-type: none"> updated to include information on cultural responsiveness and anti-racism. Resources (including a checklist) are available to managers to assist them to manage complaints consistently and fairly. 	
3.8	Review the 'Extra attendance support for a child or young person' intranet page and augment it with information regarding the intersectionality of suicide with high-risk student cohorts. Provide links to suicide prevention information.	<ul style="list-style-type: none"> Page reviewed, updated and available on the intranet. 	2026
3.9	Provide new employees with information regarding the department's suicide prevention and postvention responses.	<ul style="list-style-type: none"> Information and a link to the department's suicide prevention internet and intranet hub is incorporated into mandatory induction materials. 	2026
3.10	Provide the department's workforce and wider community with information regarding suicidality, children and young people to promote awareness and understanding of suicidality in these cohorts.	<ul style="list-style-type: none"> Type of information promoted and disseminated across the department and to parents and carers. 	2026
3.11	Implement measures to further build an inclusive environment for LGBTQIA+ employees, volunteers and learners.	<ul style="list-style-type: none"> Gender categories in school administrative systems and the Wellbeing and Engagement Collection survey are expanded to reflect current best practice. Training and resources are promoted to schools. A scoping review of EAP specialist LGBTQIA+ providers is undertaken and promoted. 	2027
3.12	Provide the volunteer workforce with departmental resources and tools, including training opportunities, that address employee mental health and wellbeing, and suicide prevention and postvention.	<ul style="list-style-type: none"> Number and type of resources and tools provided. Number and per cent of volunteers who have completed relevant training. 	2027
3.13	Review and update the department's bullying prevention policies and requirements in line with best practice.	<ul style="list-style-type: none"> HR policies and bullying prevention requirements in schools are reviewed, updated and promoted. 	2027

Priority 4: Respond - Meeting the needs of people and communities when, and in ways they are needed

Action number	Actions	Measurable target	Timeframe for review
4.1	Establish a suicide prevention working group informed by people with lived experience to apply a suicide prevention lens to department policies, procedures	<ul style="list-style-type: none"> Membership established. Terms of Reference approved. 	2025

	and programs and to provide oversight of the department's Suicide Prevention Action Plan.	<ul style="list-style-type: none"> • Number of meetings held and type of issues discussed. • Annual review of working group's purpose, structure and achievements. 	
4.2	Develop a suicide prevention internet and intranet hub to house all information, resources and supports related to students and employees. Ensure supports for leadership are included. Promote the hub across the department.	<ul style="list-style-type: none"> • Intranet and internet hub established and promoted across the department. 	2025
4.3	Develop processes to mitigate suicide-related distress for employees who are under investigation or being managed for performance, misconduct or incapacity concerns.	<ul style="list-style-type: none"> • Correspondence reviewed and revised. • Employees are provided with regular updates of their investigation. 	2025
4.4	Update policies and guidelines that reference domestic and family violence to include information on the intersection with suicide and provide links to suicide prevention information.	<ul style="list-style-type: none"> • Policies, procedures and resources reviewed, edited accordingly and available on the intranet. 	2025
4.5	Consider collaboration models promoted by the Lived Experience Leadership Advocacy Network (LELAN) used in connecting with people with lived experience and incorporate into relevant actions in this Action Plan that require lived experience involvement.	<ul style="list-style-type: none"> • Areas responsible for relevant actions in this Action Plan are provided with collaboration models promoted by LELAN. 	2025
4.6	Develop a postvention guideline to support employees impacted by a departmental death by suicide. Promote across the department.	<ul style="list-style-type: none"> • Postvention guideline available on the intranet and promoted. 	2026
4.7	Develop an aftercare guideline to support employees who have attempted suicide to increase their engagement with supportive care to prevent future suicidal behaviour. Promote across the department.	<ul style="list-style-type: none"> • Aftercare guideline available on the intranet and promoted. 	2027
4.8	Manage the risk of workplace psychological injuries as legislated under the <i>Work Health and Safety (Psychosocial Risks) Amendment Regulations 2023</i> .	<ul style="list-style-type: none"> • Work Health and Safety data regarding psychological injury is reviewed. 	2027
4.9	Develop a department-specific leadership training program for the management of psychosocial risks in the workplace.	<ul style="list-style-type: none"> • Training program developed and rolled-out. • Number of leadership members who have completed the training. 	2027
4.10	Undertake a review of the department's postvention responses at a cohort of sites in the Mount Gambier 1 Portfolio that have been impacted by suicide. The review will examine the efficacy of current postvention responses in supporting students, employees, volunteers and the community and in preventing further harm.	<ul style="list-style-type: none"> • Review undertaken. 	2027

Priority 5: Review - Monitor and evaluate suicide prevention strategies and support evidence informed practice

Action number	Actions	Measurable target	Timeframe for review
5.1	Engage with the Suicide Prevention Council to source relevant data on emerging priority populations to improve preparation, prevention, response and recovery protocols.	<ul style="list-style-type: none"> • Number of times the Suicide Prevention Council was engaged and type of information sought. 	2027
5.2	Provide an annual report to the Suicide Prevention Council on the implementation of the department's Suicide Prevention Action Plan. Provide additional reports as required.	<ul style="list-style-type: none"> • Number and type of legislated reports and additional reports provided. 	2027
5.3	Develop mechanisms to analyse data the department collects on suicide to provide for the development of targeted interventions.	<ul style="list-style-type: none"> • Data is analysed to capture the correlation between suicide ideation, attempted suicide, death by suicide and relevant indicators across employee, student and volunteer cohorts including priority population cohorts. • Number and type of targeted interventions developed. 	2027

Relationship to other policies, strategies, frameworks and programs

The Department for Education has a range of strategies that directly address suicide-related distress and postvention for our students, educators and workforce and additional broader responses that address the risk and protective factors for suicide and support mental health and wellbeing.

The Action Plan will provide a mechanism to coordinate suicide-related initiatives across the department and embed this work into everyday 'business as usual'.

A table that shows all current department suicide-related responses is at Attachment 1.

A snapshot of current resources

For our learners

- **Self-harm and suicidal behaviour response guideline for schools** provides staff with information to support their response to incidents involving a student who has self-harmed, thought about suicide or harming themselves, attempted suicide or made a public threat of suicide.
- **Suicide response and postvention guidelines** provides site leaders with information to support their school community as they respond to a student's death by suicide.
- **Social Work Incident Support Service (SWISS)** provides timely evidence-based responses to critical incidents and crises events, including suicide, in South Australian preschools and schools. SWISS provides psychological first aid to affected students and postvention guidance to leadership teams at impacted sites.
- **Student Support Services** works in partnership with schools, preschools and families to provide support for learners with additional needs, including children in care and children and young people engaging in high-risk behaviours.
- **School Mental Health Service** provides mental health practitioners based in selected schools to support young people with mild to moderate and emerging mental health concerns. Practitioners work collaboratively with students and families, education staff and other support service providers.
- **Autism inclusion teachers** are appointed in every public primary school to build educators' knowledge and understanding to support autistic children and young people.

For our educators and workforce

- **Suicide prevention** intranet page providing guidance when interacting with a colleague at risk of self-harm or suicide. Includes a link to a two-page *Suicide and self-harm prevention flowchart*.
- **Employee Mental Health and Wellbeing procedure** describes the psychosocial hazards that impact on employee mental health and wellbeing in the workplace. Includes information on responding to employees who are at risk of suicide or self-harm.
- **Employee Psychology Services** mitigates psychological risk for employees following a critical incident (including suicide) by coordinating and providing a range of programs including:

- **Employee Assistance Program:** confidential solution-focused counselling support for all employees and their immediate family.
- **Critical incident response service:** on-site or telephone counselling support for staff impacted by an incident of extreme severity including advice, consultation and support to site leaders.
- **Directed away:** counselling support for employees who have been formally directed away from their workplace.
- **Employee mental health welfare checks:** mental health welfare checks provided to employees who may be at risk of suicide or serious physical harm to self or others.
- **Wellbeing check program for high-risk employee cohorts:** wellbeing support and monitoring for employees who are repeatedly exposed to trauma or for those living and working on the Anangu Pitjantjatjara Yankunytjatjara Lands and the Maralinga Lands.

Action 4.6 provides for the development of a postvention guideline to support employees impacted by a departmental death by suicide.

Implementation, monitoring and reporting

- Actions for the Plan will be embedded into existing policies, procedures, and communications.
- A suicide prevention working group informed by priority populations and people with lived experience will be established to:
 - apply a suicide prevention lens to department policies, procedures and programs
 - oversee implementation, monitoring and reporting on the Action Plan
 - support directorates to achieve timely implementation.
- Directors will champion implementation across the organisation.
- Ongoing consultation will be undertaken with key department networks including the Workplace Inclusion Respect Group, Department's Aboriginal Workforce Network and the School Wellbeing Leaders Network.
- Regular reporting to the Project Sponsor, Executive Director, People and Culture, and Senior Executive Group will ensure quality monitoring and accountability.
- An annual progress report will be provided to the Suicide Prevention Council, as required under s 26(1) of the *Suicide Prevention Act 2021*.

Glossary and definitions

Aftercare

The provision of compassionate and timely care and support for anyone who has attempted suicide or experienced a suicidal crisis.

Lived experience

Lived experience includes having experienced suicidal thought, survived a suicide attempt, cared for someone through a suicidal crisis, been bereaved by suicide or having a loved one who has died by suicide.

For Aboriginal people a lived experience recognises the impacts of negative historical events and ongoing racism and discrimination on social and emotional wellbeing and suicide-related distress. It also recognises that Aboriginal mental health and wellbeing encompasses all aspects of life, including the social, physical, emotional, cultural and spiritual wellbeing of the individual and their community.

Postvention

The provision of compassionate and timely interventions after a suicide to support people affected by the loss, to promote healthy recovery and to reduce the possibility of contagion.

Suicide contagion

Refers to the process where an act of suicide in a school, community or geographic area increases the likelihood that other people will attempt or die by suicide, leading to a suicide cluster.

Suicide prevention

The scope of suicide prevention work covers three core areas:

Promotion, prevention and early intervention

- Shape individual and community attitudes and the way people think and talk about suicide
- Build resilience in individuals and communities
- Address the social determinants of health and wellbeing such as the impact of inequities and trauma
- Target strategies to groups who have significant or specific needs or more risk factors.

Aftercare and support

- Aftercare is the provision of care and supports to people who have recently attempted suicide
- Support includes services for individuals, within and beyond the traditional health system, as well as community-based initiatives with a strong element of peer support.

Post suicide support

- Postvention interventions help people cope with the loss to increase their resilience. Targeted at family, friends, professionals, community members (ie. the school community) and others who may be at increased risk of suicide. *(NB. Suicide prevention definition taken from the South Australian Suicide Prevention Plan).*

Contact details

Employee Psychology Services

People and Culture

Department for Education South Australia

(08) 8226 0744

employeepsychologicalservices@sa.gov.au

ATTACHMENT 1

Suicide prevention – current department responses

Target group	Operational programs and services	Policies	Procedures and guidelines	Resources	Training	Strategic directives
Students	<p>Social Work Incident Support Service (SWISS) including SWISS Helpline Helping all preschools and schools following critical incidents and crisis events including suicide (actual, threats, attempts). Work with leadership team members, affected students and meet with parents in the context of support planning.</p> <p>Student Support Services Works in partnership with schools, preschools and families to provide support for additional needs learners including children and students who have social or emotional difficulties.</p> <ul style="list-style-type: none"> Children in care service Works with education leaders, schools, preschools and the Department for Child Protection to deliver education to children in care. Guides trauma responsive practice within education and works collaboratively with DCP and relevant agency partners. Behaviour coaches Educators who provide proactive, preventative, targeted and visiting services to preschools and schools to support positive behaviour and optimal learning outcomes for children and young people. Service priority includes children and young people engaging in high-risk behaviour, who threaten the safety of themselves and others. <p>The Self-regulation Service Helps schools and preschools meet student needs with a focus on regulation. Aimed at children with learning and participation challenges</p>	<p>Safeguarding children and young people policy Outlines the department's responsibilities and legal obligations to safeguard children and young people by:</p> <ul style="list-style-type: none"> providing safe, respectful and engaging environments recognising when children and young people's safety and wellbeing is compromised understanding the needs of children and young people who have experienced harm and provide additional support <p>Children and young people who are overrepresented in experiencing serious and widespread barriers to learning and wellbeing include:</p> <ul style="list-style-type: none"> Aboriginal in care gender diverse living with mental illness CALD parents. <p>Duty of care to children and young people policy Aims to ensure department staff understand:</p> <ul style="list-style-type: none"> they have a duty of care to children and young people in their care the reasonable steps they must take to meet their duty of care the standard of care required they must not breach their duty of care what happens if they breach their duty of care. <p>Behaviour support policy Outlines how department staff support safe and positive behaviour for children and young people in education, early childhood and care settings.</p>	<p>Self-harm and suicidal behaviour response guideline for schools Guideline to help staff respond to incidents involving a student who has:</p> <ul style="list-style-type: none"> self-harmed thought about suicide or harming themselves attempted suicide made a public threat of self-harm or suicide. <p>Responding to a student's self-harm or suicidal behaviour Online resource with links to quick guides. Staff can use the information on this page to respond to an incident involving a student who has self-harmed, thought about suicide or harming themselves, attempted suicide or made a public threat of self-harm or suicide.</p> <p>Duty of care to children and young people guideline Aims to ensure department staff understand:</p> <ul style="list-style-type: none"> why they have a duty of care how they can prevent or reduce harm or injury to children and young people in their care what to consider when determining supervision requirements the types of scenarios where they have a duty of care. <p>Responding to online safety incidents in South Australian schools: guidelines for staff working in education settings Helps school staff to:</p> <ul style="list-style-type: none"> respond consistently to online safety incidents recognise which online incidents need to be escalated for additional support identify which online safety incidents need cross sectoral 	<p>Your support plan Developed together with a student who presents with self-harm, suicidal ideation, social and emotional wellbeing concerns and anxiety.</p> <p>Responding to a student's suicidal thoughts or risk of self-harm Two-page quick guide providing immediate steps guidance to staff when interacting with a child or young person with suicide ideation or at risk of self-harm.</p> <p>Responding to self-harm incident or suicide attempt at school Two-page quick guide providing immediate steps guidance to staff when responding to a child or young person who has self-harmed or attempted suicide at a school site.</p> <p>Supporting student wellbeing – resources and templates Intranet site with links to evidence-based tools and resources for educators and leaders to help them identify student wellbeing needs in a structured way.</p> <p>Children and young people in care Intranet site detailing information on children in care in the department – how to work with them, the education experiences of children in care and the impact of trauma on learning.</p> <p>Practice guidance for learners with additional needs Intranet page with links to practice guides to help educators support learners who need adjustments to participate in education on the same basis as their peers. Includes guidance on Autism, ADHD, physical disabilities, social and emotional conditions.</p>	<p>Understanding and responding to self-harm and suicidal ideation For leadership, educators and support services working with upper-primary and high school students.</p> <p>Grief and loss in a school community For leadership, educators and support services who are supporting students who are experiencing grief and loss.</p> <p>Bullying prevention lessons – Youth Law Australia Online training resource regarding bullying, cyber bullying and online safety.</p> <p>Professional learning day for student wellbeing leaders Held over 2 days in 2023 presentations and workshops focused on whole school approaches to mental health and wellbeing and trauma-informed practice in education.</p> <p>Responding to risks of harm, abuse and neglect – education and care (RRHAN-EC) Mandatory notification training regarding child protection in education.</p> <p>Wellbeing programs for schools Educators and leaders choose from a range of externally facilitated wellbeing and mental health programs. Comprise both universal programs (supporting the wellbeing of all children) and targeted early intervention programs (for students with particular needs or vulnerabilities).</p>	<p>Strategy for public education Children and students learning and thriving. Has four areas of impact including one focused on wellbeing.</p>

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	<p>including those children impacted by trauma.</p> <p>School Mental Health Service Provides mental health practitioners based in selected schools to support young people with mild to moderate mental health concerns and intervene early in the development of more serious mental health concerns. Practitioners work collaboratively with students and families, education staff and other support service providers and external agencies to support young people to improve their psychological health and emotional wellbeing.</p> <p>Student wellbeing leaders in schools Qualified teachers who broaden their professional knowledge and develop expertise about student wellbeing and mental health. They work in partnership with students, parents and carers, educators and the wider community to promote and safeguard student wellbeing to optimize learning.</p> <p>Flexible Learning Options (FLO) An enrolment strategy for students with significant personal barriers that are preventing them from successfully engaging with mainstream school teaching and learning programs.</p> <p>Autism inclusion teachers An autism inclusion teacher has been appointed in every public primary school (including reception to year 12 schools). Aim to build educator understanding and knowledge around supporting autistic children and young people.</p> <p>Better behaviour centres for early intervention An early intervention service for students who are showing signs of disengagement from school.</p>	<p>Learning and wellbeing support – homelessness Intranet page with strategies to ensure a young person can stay connected to school if they are homeless.</p> <p>Student use of mobile phones and personal devices policy Requires all student to keep their personal device, including mobile phones, off and away during school. Outlines exemptions to this. (NB. evidence shows there is a link between mobile phone use and bullying).</p>	<p>and interagency coordination.</p> <p>Managing allegations of sexual misconduct in SA education and care settings Followed in all circumstances where a child or young person is alleged to have engaged in problem sexual behaviour. Enables early intervention, effective management and provision of support required in these complex and serious matters.</p> <p>Protective practices for staff in their interactions with children and young people: guidelines for staff working or volunteering in education or care settings Aims to safeguard the emotional and physical wellbeing of children and young people by helping adults to understand appropriate boundaries in relation to their professional role and all interactions with children and young people.</p> <p>National Student Wellbeing Program procedure for schools Clarifies the responsibility of government schools providing pastoral care or wellbeing support services in accordance with the Australian Government National Student Wellbeing Program project agreement and the department’s policies.</p> <p>Mandatory notification procedure Explains what a mandated notifier is required to do.</p> <p>Suspension, exclusion and expulsion procedure Guides principals through the use of suspensions, exclusion and expulsions. Explains their targeted use as a strategy of last resort to support safe and positive behaviour in schools.</p>	<p>Voiceit - Student wellbeing ambassador toolkit Voiceit provides resources that students and educators can use to increase wellbeing in the classroom and across their school.</p> <p>Wellbeing for learning: a whole-school approach Provides a practical, research-based way to take action on wellbeing and mental health. It assists schools to understand, develop and maintain a culture that embraces and reflects mental, social and emotional wellbeing amongst students, staff and the school community.</p> <p>External wellbeing programs directory Online directory listing external wellbeing programs that aim to improve the wellbeing, social and emotional learning and mental health outcomes for students.</p> <p>Anti-racism intranet page Intranet page providing links to a range of resources for schools and classrooms on anti-racism.</p> <p>Trauma learning community – online community of practice A place for department staff trained in trauma-informed practice to:</p> <ul style="list-style-type: none"> • share resources and questions • access resources and tools to support practice • hear from other schools and preschools using trauma-informed practice through webinars and forums. <p>Trauma informed policy advice and consultation The department has a central trauma-informed practice team to provide advice regarding:</p> <ul style="list-style-type: none"> • the right approach for schools and preschools who would like to build trauma-informed practice 	<p>Strategies for managing abuse related trauma training Covers the effects of trauma on brain development and function and strategies for working with children who have experienced abuse and trauma.</p> <p>Trauma informed leader development Opportunities for leaders to engage with their peers in advanced practice professional development – from one-off sessions to ongoing postgraduate study opportunities.</p> <p>Youth Mental Health First Aid Teaches participants how to provide support to a young person who is experiencing a mental health issue or crisis, until professional help can be accessed or the crisis resolves.</p> <p>Keeping safe: child protection curriculum Teaches children from a young age to recognise abuse and tell a trusted adult, understand what is appropriate and inappropriate touching and understanding ways of keeping themselves safe.</p>	

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	<p>Students receive targeted small group assistance in literacy, numeracy and social and emotional development.</p> <p>Hospital Schools South Australia When children and young people are unable to attend education services due to ill health they can be referred to the HSSA services. HSSA provides teaching programs, education consultancy and support for young people and is available to all preschool and school aged children.</p> <p>Youth Education Centre The YEC is a school offering diverse learning opportunities for students under the care of the Department of Human Services and the Department for Education. It comprises three school sites: Kurlana Tapa Youth Justice Centre, Kilburn Flexicentre and Jonal Drive.</p> <p>Complexity funding for schools to manage teacher workload Schools have been allocated funding to help them manage teacher workload related to student complexity. Complex students include students with disability, Aboriginal students and children in care.</p> <p>Targeted learning services for mental health and trauma Provide an early consultative-liaison service to work with students with mental health problems and developmental trauma, generally attending school in the north, north-western and north-eastern metropolitan areas.</p> <p>Learning centres Small group educational program offering a targeted level of service for students whose complex behavioural, social and emotional needs can't be met in regular classrooms. They are an option for</p>		<p>Plan of action – violence prevention and response Department action plan to address violence with a focus on the following themes: positive, inclusive and respectful behaviour; physical school environments that promote safety and inclusion; bullying prevention and response; social and emotional wellbeing; supportive and inclusive school culture; responses to violence.</p> <p>Autism spectrum guideline A guide to using the 'Autism support plan' and 'Sensory overview support plan' to build staff understanding on planning personalised support for autistic children and young people in preschools and schools.</p> <p>Provision of counselling for children, young people, parents and employees when responding to critical incidents of a sexual nature procedure Based on the principle 'protecting the safety of children and young people is a fundamental responsibility that cannot be compromised by other considerations', the procedure ensures appropriate and accessible counselling support is provided as part of a coordinated response to critical incidents of a sexual nature.</p>	<ul style="list-style-type: none"> developing strategies and data to track change connecting to other specialist teams and initiatives. <p>The Wellbeing Information Network An online community for student wellbeing leaders providing information, events, professional learning opportunities, programs and resources.</p> <p>Wellbeing and engagement collection (WEC) A survey that collects information from students in years 4 to 12 about non-academic factors relevant to learning and participation. Provides insight into what needs to occur to ensure students experience success and are provided with resources and opportunities to reach their full potential. Questions focus on how young people think and feel about their experiences inside and outside of school – wellbeing, health and academic achievement.</p> <p>Cyber safety school resources Online site that lists all the resource that help leaders, educators and parents learn how young people engage online while observing legislation, policies and practices that promote learning, protection and safety.</p> <p>eSafety resources for young people Website links to Australian Government eSafety Commissioner site that offers general cyber safety information as well as specific issues such as cyberbullying, dealing with offensive content and mobile phone safety.</p> <p>Extra attendance support for a child or young person Intranet page providing information on how to support children and young people who are regularly away from school including specific</p>		

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	<p>excluded students to continue their education.</p> <p>One in four reform program Developing a model of support that leads to improved learning outcomes for children and students with functional needs. Aims for children and students with functional needs to have improved learning outcomes and reduced rates of suspension, exclusion and expulsion.</p> <p>Student engagement reforms Twelve projects will be delivered between now and 2025 to support greater engagement of students in their learning and drive a significant reduction in exclusionary discipline. The work prioritises students with disability/functional needs, Aboriginal students, children and young people in care and younger students.</p> <p>Trauma aware schools initiative Funds whole school change through professional development, implementation and leadership support to embed trauma informed practices. Preschools and schools will work with an expert provider to build training and support to suit the site's needs and capacity. Packages run for up to 3 years.</p> <p>National Student Wellbeing Program Supports schools to promote the wellbeing of students by providing supports that focus on the social and emotional wellbeing of students. Complementary to existing student wellbeing programs and services.</p> <p>School buy-in service to engage allied health providers Schools, preschools and children's centres can use the school buy-in service to engage allied health providers to deliver additional</p>			<p>information for the following cohorts of children and young people:</p> <ul style="list-style-type: none"> • in care • Aboriginal • with disability • experiencing homelessness • from a culturally and linguistically diverse background • young carer • with parents in prison. <p>Strategy for public education: Areas of impact action cards A tool sites can use to develop shared meaning with children and young people about the department's strategy priority areas.</p> <p>Wellbeing action cards include:</p> <ul style="list-style-type: none"> • learners can trust at least one adult and some peers • learners have a positive sense of self and know their strengths and areas of development • learners' culture and identity is recognised positively • learners are safe and included. <p>The Keeping Safe: Child Protection Curriculum Teaches children from a young age to:</p> <ul style="list-style-type: none"> • recognise abuse and tell a trusted adult about it • understand what is appropriate and inappropriate touching • understand ways of keeping themselves safe. 		

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	<p>support services tailored to students' needs. Focus areas include:</p> <ul style="list-style-type: none"> wellbeing mental health regulation. 					
Employees	<p>Employee Psychology Services (EPS) (including EPS helpline) Enhance employee mental health and wellbeing by mitigating psychosocial risk through the coordination and provision of the following strategic evidence-based programs:</p> <ul style="list-style-type: none"> Employee Assistance Program Confidential solution-focused counselling support for all employees and their immediate family Critical incident response service On-site or telephone counselling support for staff impacted by an incident of extreme severity including advice, consultation and support to site leaders Directed Away Counselling support for employees who have been formally directed away from their workplace Employee mental health welfare checks Mental health welfare checks provided to employees who may be at risk of suicide or serious physical harm to self or others Wellbeing check program for high-risk employee cohorts Wellbeing support and monitoring for employees who are repeatedly exposed to trauma or for those living and working in the Anangu and Maralinga Lands Specialist psychological support for leaders to assist with the emotional demands of a leadership role <ul style="list-style-type: none"> Manager Assist 	<p>Sexual harassment policy Describes the use of procedures to complain about sexual harassment; contributes to a culture that ensures awareness of the individual and organisational impacts of sexual harassment and properly deals with sexual harassment.</p>	<p>Employee mental health and wellbeing procedure Describes the psychosocial hazards that impact on employee mental health and wellbeing in the workplace. Details the support services and resources available to employees seeking support for their mental health and to managers and site leaders managing the mental health of employees. Includes information on responding to employees who are at risk of suicide or self-harm.</p> <p>Domestic and family violence workplace procedure Aims to support employees to manage the impact of domestic and family violence and guide managers and colleagues on appropriate ways to assist. List of services for groups at increased risk is provided including LGBTQIA+, CALD, Aboriginal.</p>	<p>Suicide prevention Intranet page providing:</p> <ul style="list-style-type: none"> contact numbers for mental health crisis and emergency assistance guidance when interacting with a colleague at risk of suicide or self-harm links to printable suicide prevention flowcharts information on possible warning signs that someone may be at risk of suicide or self-harm. <p>Employee suicide and self-harm prevention flowchart Two-page flowchart providing guidance when interacting with a colleague at risk of suicide or self-harm.</p> <p>Employee suicide and self-harm prevention flowchart One-page quick reference flowchart.</p>	<p>Mental health first aid Provides skills to enable employees to respond to assist their colleagues who may be developing a mental health problem, experiencing a worsening of an existing mental illness or are in mental health crisis. Approaching an employee you are concerned about Participants are prompted to help an employee dealing with a mental health condition to the benefit of the employee and business.</p> <p>Managing mental health risks at work Participants assess common workplace scenarios that can impact the mental health of employees.</p> <p>Introduction to mental health awareness Explores common myths and misconceptions about depression and anxiety disorders.</p> <p>White Ribbon Domestic and family violence modules</p> <ul style="list-style-type: none"> Understanding men's violence against women Preventing men's violence against women Preventing and responding to men's violence against women in the workplace. 	

Target group	Operational programs and services	Policies	Procedures and guidelines	Resources	Training	Strategic directives
	<ul style="list-style-type: none"> ○ Principal/Pre-school Director physical health assessments ○ Principal Peer Support. <p>Complexity funding to manage teacher workload Schools have been allocated funding to help them manage teacher workload related to student complexity. Complex students include students with disability, Aboriginal students and children in care.</p> <p>Restorative practices training programs funding In response to violence at schools, funding is available to engage training or support for restorative practices. Focused on repairing and rebuilding relationships after conflict has occurred to foster a supportive and safe school community.</p> <p>Performance development plan The PDP process provides employees with the opportunity to reflect on their practice and identify the supports needed to continue to learn and achieve work-related goals. It includes conversations on wellbeing.</p>					
Volunteers			<p>Employee mental health and wellbeing procedure Describes the psychosocial hazards that impact on employee mental health and wellbeing in the workplace. Details the support services and resources available to employees seeking support for their mental health and to managers and site leaders managing the mental health of employees.</p>	<p>Suicide prevention Intranet page providing:</p> <ul style="list-style-type: none"> • contact numbers for mental health crisis and emergency assistance • guidance when interacting with a colleague with a colleague at risk of suicide or self-harm • links to printable suicide prevention flowcharts • information on possible warning signs that someone may be at risk or suicide or self-harm. <p>Employee suicide and self-harm prevention flowchart Two-page flowchart providing guidance when interacting with a colleague at risk of suicide or self-harm.</p>		<p>OCPSE Guideline of the Commissioner for Public Service: volunteers The department follows this guideline to create a diverse and inclusive volunteer workforce. This includes encouragement of more Aboriginal people, people with a disability and CALD people to volunteer.</p>

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				Employee suicide and self-harm prevention flowchart One-page quick reference flowchart.		
Community members	Social Work Incident Support Service (SWISS team) Helping all preschools and schools following critical incidents and crisis events including suicide (actual, threats, attempts). Work with leadership team member, students, and parents. Employee Assistance Program Confidential solution-focused counselling support for all employees and their immediate family.		Self-harm and suicidal behaviour response guideline for schools Guideline to help staff respond to incidents involving a student who has: <ul style="list-style-type: none"> • self-harmed • thought about suicide or harming themselves • attempted suicide • made a public threat of self-harm or suicide Includes guidance on engaging with family members. Responding to a student's self-harm or suicidal behaviour Online resource with links to quick guides. Staff can use the information on this page to respond to an incident involving a student who has self-harmed, thought about suicide or harming themselves, attempted suicide or made a public threat of self-harm or suicide Includes guidance on engaging with family members. Online safety: a guide for parents and carers Covers online safety issues for young people and includes a range of practical tips and advice on what to do if things go wrong.	Parent/carer letter template regarding suicide attempt or self-harm Used when there is an incident involving self-harm or a suicide attempt by a student. Sent to parents and carers of students who are likely to have seen or heard about the incident.		
Aboriginal employees	Aboriginal Workforce Network (DAWN) Enables Aboriginal employees to engage with the department on workforce matters in a culturally safe, supportive and respectful environment. Aboriginal community education managers Provide advisory and consultative services to leadership and management, develop Aboriginal		Aboriginal workforce plan Outlines the department's approach to building and growing its Aboriginal workforce: <ul style="list-style-type: none"> • develop cultural awareness, understanding and respect in department workplaces • enable Aboriginal employees to build lifelong careers • support Aboriginal employees to be leaders in the workplace 		Aboriginal frontline leadership program Available to Aboriginal employees who wish to develop their workplace leadership and management skills. Working together: cultural awareness Online training providing employees with an overview of Aboriginal history, perspectives and culture.	Culturally responsive framework Outlines how all department employees can contribute to creating environments where Aboriginal people can work, learn and thrive Aboriginal voice: Aboriginal education policy consultation framework The framework enables Aboriginal voice and expertise to be embedded at all levels of policy making and project development, and engages

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	<p>employee networks, and support Aboriginal engagement in governance and decision making. Also identify service gaps and contribute to planning and problem-solving strategies relating to Aboriginal children and students.</p> <p>Aboriginal Education Directorate Works collaboratively across the department, government at the state and national level, the non-government sector and the Aboriginal community to provide a strengthened Aboriginal focus to strategic policy and service delivery to improve outcomes in education and wellbeing for Aboriginal children, young people and their families.</p>		<ul style="list-style-type: none"> work together with Aboriginal employees to implement this plan. 			<p>Aboriginal knowledge, expertise, experience and understanding from staff across all levels of the department.</p> <p>Stretch Reconciliation Action Plan The Plan links with the department's strategic plan and Aboriginal Education strategy and aims to achieve a positive shift towards seeing reconciliation as a core priority rather than a symbolic gesture.</p> <p>Diversity and Inclusion Action Plan Aims to promote inclusion of all employees and supports the following diversity streams:</p> <ul style="list-style-type: none"> LGBTIQA+ disability gender Aboriginal culturally and linguistically diverse age.
Aboriginal students	<p>Social Work Incident Support Service (SWISS) Consult with Aboriginal education team managers and work in collaboration with local Aboriginal education teams.</p> <p>Aboriginal community education officers Supporting teaching staff to develop relationships with Aboriginal students, parents and families, working with leadership to contribute to site and individual learning plans to improve Aboriginal students' social, wellbeing, and learning outcomes.</p> <p>Aboriginal secondary education transition officers Develop partnerships providing quality advice and leadership in supporting educators to be inclusive of the social wellbeing and learning needs of Aboriginal students and children, work in collaboration with relevant service providers, develop</p>			<p>Growing competence in working with Australian Aboriginal cultures Provides educators with resources to springboard ideas for growing cultural competence.</p> <p>Aboriginal education resources Intranet page providing information on:</p> <ul style="list-style-type: none"> Aboriginal languages support Grants to promote Aboriginal languages Professional learning to promote Aboriginal languages Resources to support countering racism from an Aboriginal perspective. <p>Aboriginal learning plans for Aboriginal learners A tool to help educators identify and support each child's individual learning needs. Used by all preschools and children's centres.</p>		<p>Aboriginal education strategy 2019 to 2029 Focuses on empowering Aboriginal students as proud and confident learners on their paths from birth through to beyond school:</p> <ul style="list-style-type: none"> increase opportunities for children and young people across SA to engage with Aboriginal languages. create learning environment that respond to students' cultural needs develop detailed individual learning plans for Aboriginal learners at department schools. <p>Culturally Responsive Framework Outlines how all department employees can contribute to creating environments where Aboriginal people can work, learn and thrive.</p> <p>Reconciliation Action Plan The Plan links with the department's strategic plan and Aboriginal Education strategy and aims to</p>

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	<p>and implement programs aimed at promoting the diversity of Aboriginal culture, language, lifestyles, history and customs.</p> <p>Aboriginal community education officers Provide basic clerical duties, work with leadership to contribute to site learning plans, support teaching staff to develop and maintain relationship with Aboriginal students, parents and families.</p> <p>Aboriginal community education team leaders Provide advisory and consultative services to leadership and management, develop Aboriginal employee networks and support Aboriginal engagement in governance and decision making. Also identify service gaps and contribute to planning and problem-solving strategies relating to Aboriginal children and students.</p> <p>Aboriginal services engagement officers Work with Aboriginal children and students, groups, families, preschools, schools and communities to address complex individual and family issues and other social cultural and educational barriers to meaningful participation.</p> <p>Bilingual school services officers Provide additional classroom support for students who are learning English as an additional language or dialect (EALD).</p> <p>Psychology services for English as an additional language or dialect students Psychologists work in partnership with schools and support services to respond to the academic, social and emotional needs of EALD students. Also provide a direct psychological</p>			<p>One plan A personalised learning plan with targeted learning and adjustments to support children and students to engage and be active participants within their learning achieving their highest potential. Priority groups include children and young people:</p> <ul style="list-style-type: none"> • who are in care • who are Aboriginal • who have a disability. <p>English as an additional language/dialect hub A national online professional development resource helping teachers provide high-quality education to Aboriginal students.</p>		<p>achieve a positive shift towards seeing reconciliation as a core priority rather than a symbolic gesture.</p> <p>Closing the Gap The department is the lead agency for the following five outcomes under South Australia's Closing the Gap Implementation Plan:</p> <ul style="list-style-type: none"> • Aboriginal children are engaged in high quality, culturally appropriate early childhood education in their early years • Aboriginal children thrive in their early years • Aboriginal students achieve their full learning potential through further education pathways • Aboriginal youth are engaged in employment or education.

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	<p>service to EALD students and students in the new arrivals program.</p> <p>Clontarf foundation program Program to improve education, discipline, life skills, self-esteem and employment prospects of Aboriginal young men. Current programs in Port Augusta, Whyalla, Murray Bridge, Christies Beach High School, Ocean View College, Paralowie R-12 School.</p> <p>South Australian Aboriginal Secondary Training Academy Work with school leaders and local communities to enable government schools across SA to access culturally safe and responsive education programs where curriculum is connected to culture and community. Supports students through secondary school and helps set them up for successful post-school transitions to further education, training or employment.</p> <p>Wellbeing Engage Educate Network and Achieve program Offered to young Aboriginal women in middle school. Focuses on building self-esteem and confidence in Indigenous identity, having cultural contribution in the community, building relationships based on mutual respect, encouraging active self-development and yarning about women’s health, safety and nutrition.</p> <p>Shooting stars A pilot education engagement program in Whyalla. Empowers girls and young women to make informed choices about their education and employment journey.</p>					
Aboriginal community members	<p>Aboriginal community education officers Supporting teaching staff to develop relationships with Aboriginal students, parents and families, working with leadership to</p>					<p>Culturally responsive framework Outlines how all department employees can contribute to creating environments where Aboriginal people can work, learn and thrive</p>

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	<p>contribute to site and individual learning plans to improve Aboriginal students' social, wellbeing, and learning outcomes.</p> <p>Aboriginal services engagement officers Work with Aboriginal children and students, groups, families, preschools, schools and communities to address complex individual and family issues and other social cultural and educational barriers to meaningful participation.</p> <p>Young people empowered to reengage towards achievement (YERTA) A service for Aboriginal families with children and young people experiencing low levels (40+ days of absences) of school attendance. Delivered by Kornar Winmil Yunti (KWY) in partnership with the department and the Department for Human Services. Aims to improve school attendance and engagement.</p> <p>Walk along initiative Support for families from the Anangu Pitjantjatjara Yankunytjatjara and Maralinga Tjuratja Lands from crisis to reengagement with early childhood services and school.</p>					<p>Reconciliation Action Plan The Plan links with the department's strategic plan and Aboriginal Education strategy and aims to achieve a positive shift towards seeing reconciliation as a core priority rather than a symbolic gesture.</p>
Priority populations employees		<p>Workplace equity and respect action plan Designed to support the delivery of the South Australian Public Sector Diversity and Inclusion Strategy</p>		<p>Supporting LGBTQIA+ people at work Intranet page that provides definitions to help staff better understand terms associated with the LGBTQIA+ community and outlines how everyone can be an ally for LGBTQIA+ colleagues.</p> <p>Allyship in the Department for Education Four-page intranet flyer with information on being an effective ally.</p> <p>Gender affirmation and transition toolkit</p>		<p>Diversity and inclusion strategy Aims to promote inclusion of all employees and supports the following diversity streams:</p> <ul style="list-style-type: none"> • LGBTQIA+ • disability • gender • Aboriginal • culturally and linguistically diverse • age.

Target group	Operational programs and services	Policies	Procedures and guidelines	Resources	Training	Strategic directives
				Provides practical guidance for employees and leaders to ensure effective support is available to them when they express their intention to affirm or transition to a gender identity that is different from their current gender.		
Priority populations Students	<p>Engagement and wellbeing directorate Direct support on supporting gender diverse, intersex and sexually diverse children and young people:</p> <ul style="list-style-type: none"> • how to support an individual child or young person • policy and procedure implementation • specialist consultancy for extra support to schools and preschools for complex situations <p>Statewide Inclusive Education Services (formerly Special education resource unit) Provides a specialised teaching and resource collection and information to help personalise teaching and learning programs for diverse students</p> <p>Community liaison officers for culturally and linguistically diverse students CLOs support the settlement, wellbeing, engagement and growth of students from CALD backgrounds. Work with students and their families to achieve individual student education and wellbeing outcomes.</p> <p>Bilingual school services officers Provide additional classroom support for students who are learning English as an additional language or dialect (EALD)</p> <p>Psychology services for English as an additional language or dialect (EALD) students</p>	<p>Supporting gender diverse, intersex and sexually diverse children and young people policy This policy reinforces the right of all children and young people, including gender diverse, intersex and sexually diverse children and young people, to:</p> <ul style="list-style-type: none"> • a quality education • a safe, supportive and inclusive environment • freedom from discrimination, bullying and harassment <p>The policy also explains the obligations of all staff in supporting the needs of gender diverse, intersex and sexually diverse children and young people</p> <p>Children and students with disability policy</p> <ul style="list-style-type: none"> • Makes sure department preschools, children’s centres, schools, programs and services are inclusive of children and students with disability • makes sure all children and students with disability are provided with a personalised learning and support program • clearly sets out the legal responsibilities of the department in providing inclusive learning programs and services to children and students with disability 	<p>Gender diverse, intersex children and young people support procedure This procedure helps staff and site leaders to:</p> <ul style="list-style-type: none"> • support children and young people who want to affirm their gender • respond to a request for support from a child or young person with an intersex variation • take actions that are child and young person-centred and family inclusive <p>Disability standards for education Clarify the obligations of education providers under the Disability Discrimination Act and the rights of people with disability in relation to education</p>	<p>Gender and sexual diversity Intranet page listing all policies, procedures and training for staff to support a gender diverse, intersex or sexually diverse child or young person.</p> <p>Gender affirmation plan Completed together with the child or young person and their parents, guardians or carers</p> <p>Maintaining EDSAS records to support transgender students Fact sheet detailing process to maintain students’ records in a sensitive, confidential manner. New resources to support leaders and teachers will be released in 2023</p> <p>Preventing and reducing bullying for children and young people at highest risk: practice guidance Provides strategies targeting children and young people who are:</p> <ul style="list-style-type: none"> • CALD • gender diverse, intersex and sexually diverse • with disability • in care • Aboriginal <p>Racist bullying: guidance for teachers Printed resource to assist educators to use the racist bullying video in the classroom to promote respectful behaviours and respond to racist bullying.</p> <p>Meeting the emotional needs of newly arrived students who have suffered trauma</p>	<p>Introduction to supporting gender diverse, intersex and sexually diverse children and young people Online module provides guidance and information on how learning settings can address the needs of children and young people who are gender diverse, intersex or sexually diverse</p> <p>Whole of staff training on supporting gender diverse, intersex and sexually diverse children and young people Face-to-face training tailored to meet the needs of a particular learning setting</p> <p>A cultural perspective on disability when working with CALD families and students Online training</p>	<p>Election commitment to improve support for LGBTIQ+ students and the teachers and leaders who support them: The department has committed to increase the number of staff who complete training and develop new resources to assist staff to support their LGBTIQ+ students</p>

Target group	Operational programs and services	Policies	Procedures and guidelines	Resources	Training	Strategic directives
	Psychologists work in partnership with schools and support services to respond to the academic, social and emotional needs of EALD students. Also provide a direct psychological service to EALD students and students in the new arrivals program			<p>Printed resource for educators regarding working with students with significant emotional needs due to having suffered torture and/or trauma</p> <p>One plan A personalised learning plan with targeted learning and adjustments to support children and students to engage and be active participants within their learning achieving their highest potential. Priority groups include children and young people:</p> <ul style="list-style-type: none"> • in care • who are Aboriginal • with disability. 		
Priority populations community members	<p>Parent group bilingual school services officers Help to increase CALD parent engagement with schools and their children's education</p> <p>Community liaison officers for culturally and linguistically diverse students CLOs support the settlement, wellbeing, engagement, and growth of students from CALD backgrounds. Work with students and their families to achieve individual student education and wellbeing outcomes.</p>					

Suicide postvention – current department responses

Target group	Operational	Policy	Procedure	Training	Strategic directives
Employees	<p>Employee Psychology Services (EPS) (including EPS helpline) Enhance employee mental health and wellbeing by mitigating psychosocial risk through the coordination and provision of the following strategic evidence-based programs:</p>				

	<ul style="list-style-type: none"> • Employee Assistance Program Confidential solution-focused counselling support for all employees and their immediate family • Critical incident response service On-site or telephone counselling support for staff impacted by an incident of extreme severity including advice, consultation and support to site leaders • Directed Away Counselling support for employees who have been formally directed away from their workplace • Employee mental health welfare checks Mental health welfare checks provided to employees who may be at risk of suicide or serious physical harm to self or others • Wellbeing check program for high-risk employee cohorts Wellbeing support and monitoring for employees who are repeatedly exposed to trauma or for those living and working in the Anangu Lands • Specialist psychological support for leaders to assist with the emotional demands of a leadership role <ul style="list-style-type: none"> ○ Manager Assist ○ Principal/Pre-school Director physical health assessments ○ Principal Peer Support. 				
<p>Students</p>	<p>Social Work Incident Support Service (SWISS team) Helping all preschools and schools following critical incidents and crisis events including suicide (actual, threats, attempts). Work with leadership team member, students, and parents.</p> <p>Schools' emergency response team Looks after the immediate safety needs of staff and students and develop and act on the school's postvention plan.</p>	<p>Managing critical incidents resulting in severe injury or death of a child or young person in care policy Supports leaders and provides a consistent and transparent approach to how sites and the system manage and review a critical incident that results in the severe injury or death of a child or young person in care.</p>	<p>Suicide response and postvention guidelines Help site leaders support their school community as they respond to a student's traumatic death. The aim of suicide postvention is to support students, staff and the community, and limit and prevent further harm</p> <p>Supporting bereaved parents and caregivers procedure Supports a consistent and transparent approach to how South Australian public education services engage and share information with parents and caregivers</p>	<p>Suicide postvention response planning Based on the department's Suicide Response and Postvention guidelines and focused on a school or preschool's initial response to a traumatic death. Facilitated by SWISS for leadership teams and student wellbeing leaders.</p>	

	<p>Critical Incident Response Group An agile CIRG is formed in response to an incident considered extremely severe where the outcome has been catastrophic such as the death by suicide of a child or young person. The group is comprised of a multidisciplinary team from across the department.</p>		<p>affected by a critical incident resulting in the severe injury or death of their child.</p> <p>Being prepared placemats for site leaders Help site leaders prepare and support students as part of suicide postvention</p> <p>Suicide postvention intranet site Lists all information and relevant links for site leaders and employees to support students, staff and the community and prevent further harm in response to a student's traumatic death.</p>		
Community members			<p>Suicide response and postvention guidelines Help site leaders support their school community as they respond to a student's traumatic death. The aim of suicide postvention is to support students, staff and the community, and limit and prevent further harm.</p> <p>Being prepared placemats for site leaders Help site leaders prepare and support students, staff and community as part of suicide postvention.</p>		
Aboriginal students			<p>Being prepared placemats for site leaders Help site leaders prepare and support Aboriginal students, staff and community as part of suicide postvention.</p>		