

Name _____

School _____

CONTACT DETAILS

Phone _____

Address _____

Email _____

Case Manager

Name _____

Organisation _____

Contact details _____

Important Numbers

EDID _____

Student ID _____

SACE ID _____

USI Number _____

Cultural Background

Carer Details

Tick if independent

Names _____

Phone _____

Address _____

Do you have a Department for Education One Plan

Yes No Not sure

Review As Needed

Make sure you use different colours for your updates



**Fill in
this page
with your
details**



**Take a photo
of this or put
the numbers
in your phone**

Useful Phone Numbers

School

000

Fire/Police/Ambulance

131 444

Police attendance

13 14 78

Child Abuse Report Line (CARL REPORT)

131 611

Crisis Care - 4pm to 9pm weekdays and 24 hours
on weekends & public holidays

1800 551 800

Kids Helpline - 5-25 years of age 24 hours

1300 364 100

Parent Helpline

131 114

Life Line

131 465

Mental Health Triage (24hr)

1800 650 890

Headspace - 12 to 25 year olds

8300 5300

SHine - shinesa.org.au

Doctor

Have I got these essentials?

Have I got these Essentials?

Circle: Yes / No

School student ID card

Yes / No

Copy of my birth certificate

Yes / No

myGov account

Yes / No

Tax file number

Yes / No

Bank account

Yes / No

My own Medicare card

Yes / No

Learner's permit

Yes / No

Drivers licence

Yes / No

Proof of age card (over 18 years)

Yes / No

Australian / or foreign passport

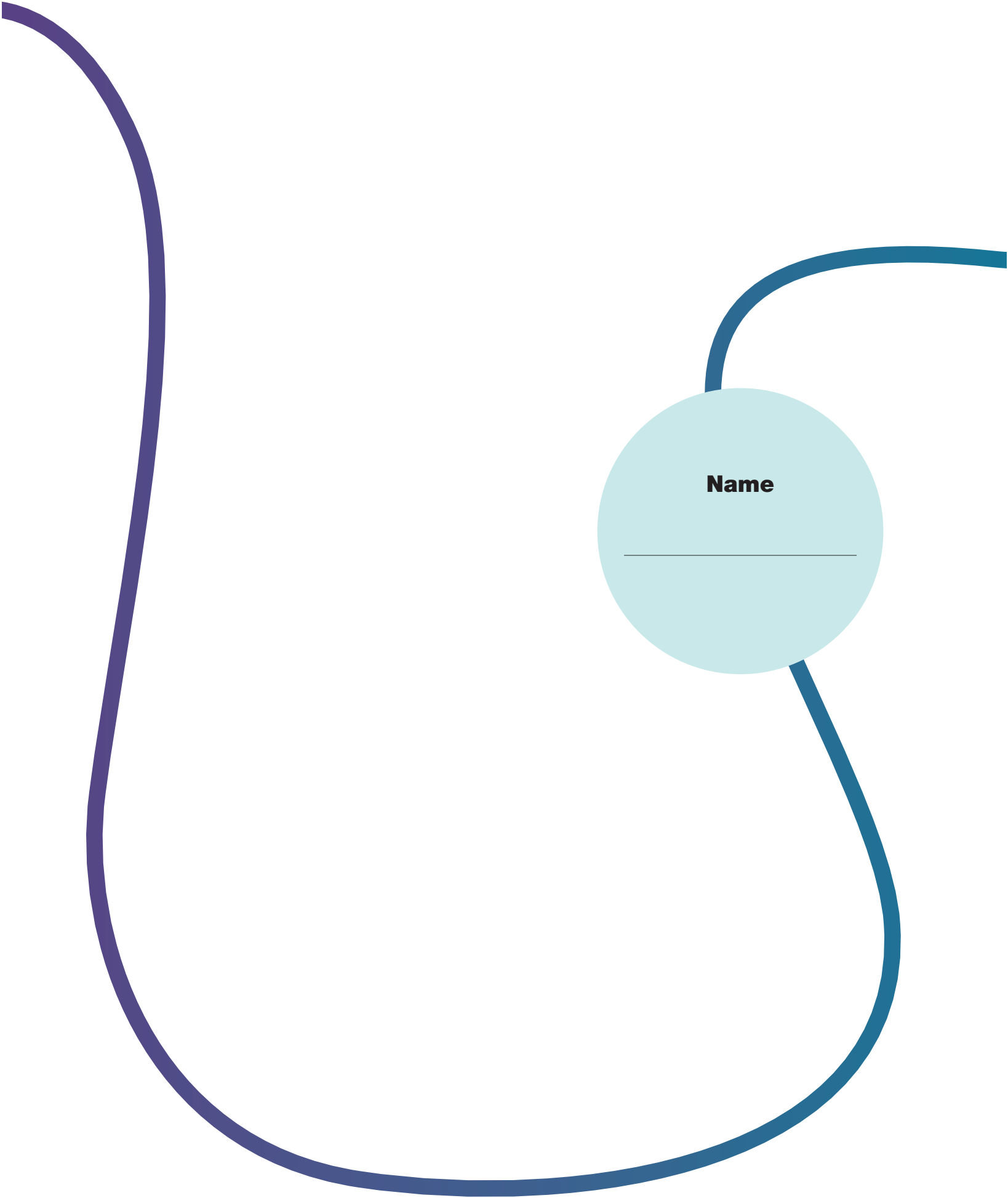
Yes / No

Library membership

Yes / No

Other

MY COMMUNITY OF CARE



This is a tool to capture information about the people in your life (either from the past or now) and your relationships with these people

Symbols

People

-
-  Family member

 -  Friend


 -  Community member / other

 -  People I don't like

Relationship

-
-  Strong


 -  Stressful

 -  Broken

 -  Shaky

 -  Lives with

 -  No contact

 -  Would like to improve

 -  Worried about

Barriers

-
- M** Mental health

 - D/A** Drug & alcohol use

 - L** Legal issues

 - C** In care
-

TELL US ABOUT YOUR LIFE UNTIL NOW



**THE
PAST**



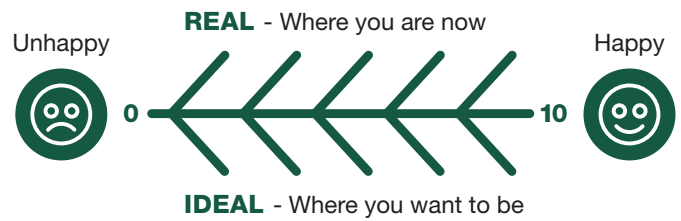
**THE
NOW**

WHERE AM I AT NOW WHERE DO I WANT TO BE



NEGATIVE NUTRIENTS

REFLECTION TREE



POSITIVE NUTRIENTS

A RESTORATIVE JOURNEY

Think about a time when you have been the best version of yourself.

Sometimes this is hard to identify. Some indicators might be:

- Feeling proud
- Someone telling you that you have done well
- Making someone else feel happy or proud
- Knowing you have done the right thing
- Achieving a goal

Think about a time when things have gone wrong and you have hurt or impacted someone and NOT been the best version of yourself.

This can also be hard to think about, because when this happens we can:

- Feel angry or upset
- Make other people sad or angry
- Feel ashamed
- Want to isolate ourselves

We all have 9 innate affects - this is in our biology.

9 Affects...

POSITIVE AFFECTS	Enjoyment - Joy
	Interest - Excitement
NEUTRAL	Surprise - Startle
NEGATIVE AFFECTS	Shame - Humiliation
	Distress - Anguish
	Disgust
	Fear - Terror
	Anger - Rage
	Dismell (strong reaction to smell)

Share this story...

People are hardwired for connection, but a normal part of relationships and connection is conflict

How did you react?

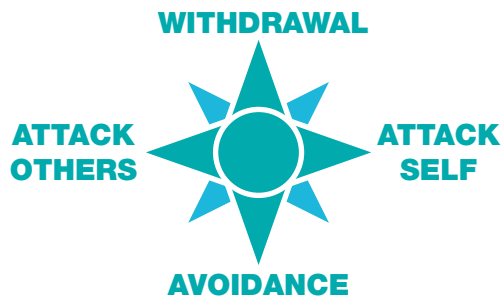
When you feel this way, you have just triggered your biological response!!



Shame is a normal biological response. It happens when our positive emotions are interrupted.

THE COMPASS OF SHAME

When we experience shame we might show these behaviours.



Recognising the spikey feeling of shame is important, but we don't want to feel like this all the time. Ongoing shame creates isolation, separation and poor mental health.

Find the courage to sit with this feeling, think about how you will make things right and be the best version of yourself.

Pause... Respond don't react!

Reflect back on your story...

- What were you thinking at the time?
- What have you thought about since?
- How could you have handled the situation differently/ changed this story?
- What would the outcome have been?

When things go wrong and we either hurt others or they hurt us, these questions might help us to reflect and repair harm.

Restorative Questions 1

When things go wrong

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
In what way?
- What do you think you need to do to make things right?

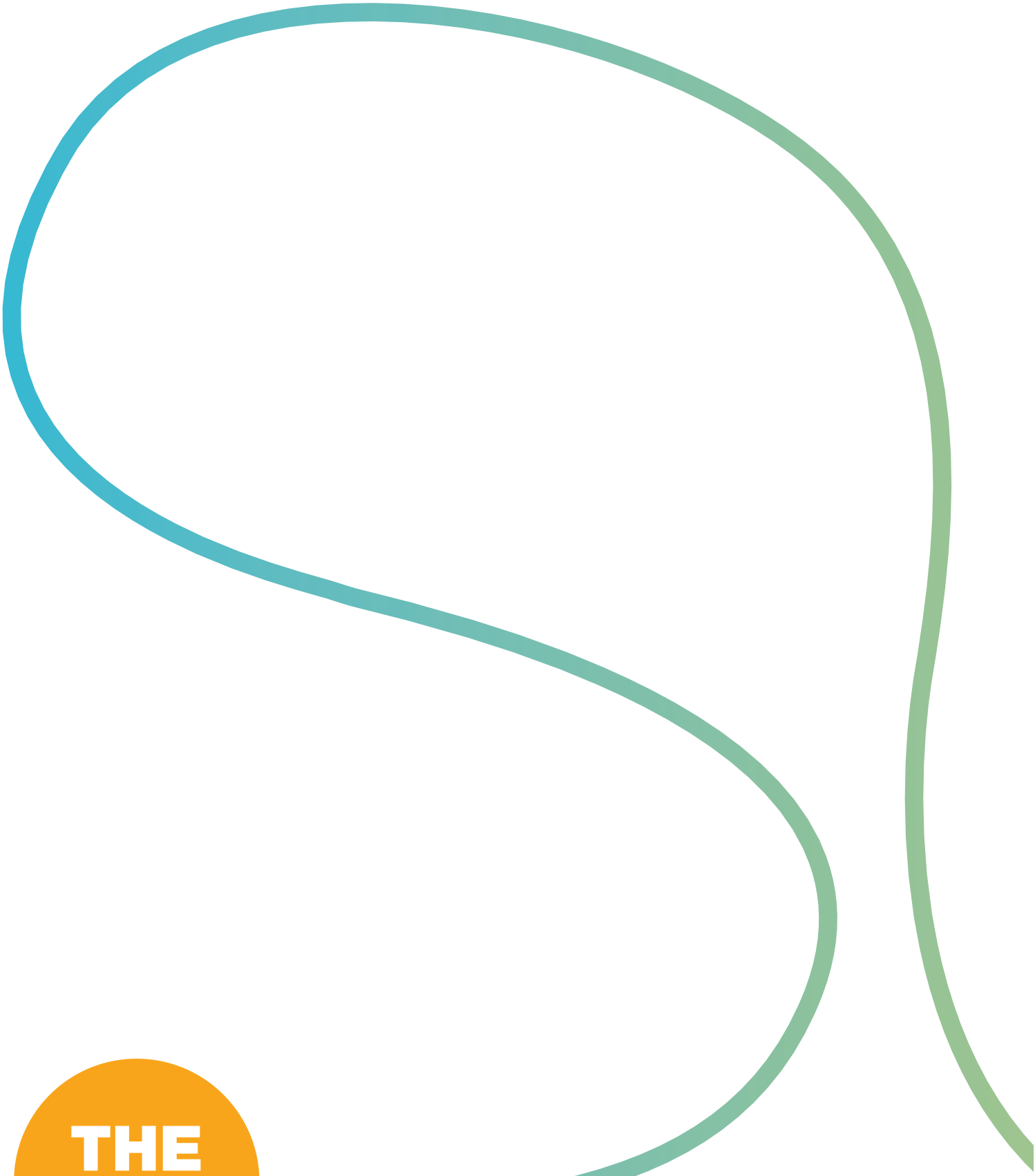
Restorative Questions 2

When someone has been hurt

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

What makes you feel spikey?

TELL US ABOUT CREATING YOUR FUTURE



**THE
NOW**



**THE
FUTURE**

MY GOALS

Have you ever made a New Year's resolution or a promise to yourself that you would start doing something/ stop doing something, that you never actually achieved?

If so, you are not alone!

Setting goals is a way to work out what is important and the steps you need to follow to actually achieve what you want to do.

- Why are these goals important to you?
- What is the benefit?
- Are you motivated?

A goal without a plan is just a dream.

These things might help...

STEP 1

1

Check out your:

- Reflection tree
- Learner profile
- Journey (the Future)
- Community of Care
- Achievements page

2

Think about your wellbeing and your learning.

3

Choose 3 things you are ready to tackle.

My Goal

Steps to achieve your goal

<p>1</p> <p>Timeframe:</p>	<p>1. <input type="checkbox"/></p> <p>2. <input type="checkbox"/></p> <p>3. <input type="checkbox"/></p> <p>4. <input type="checkbox"/></p> <p>5. <input type="checkbox"/></p>
<p>2</p> <p>Timeframe:</p>	<p>1. <input type="checkbox"/></p> <p>2. <input type="checkbox"/></p> <p>3. <input type="checkbox"/></p> <p>4. <input type="checkbox"/></p> <p>5. <input type="checkbox"/></p>
<p>3</p> <p>Timeframe:</p>	<p>1. <input type="checkbox"/></p> <p>2. <input type="checkbox"/></p> <p>3. <input type="checkbox"/></p> <p>4. <input type="checkbox"/></p> <p>5. <input type="checkbox"/></p>

STEP 2

- 1** Let's write it up as a goal.
Make sure it is...
- 2** **Specific.** Make it clear and focused
Measurable. How will you know you have been
Achievable. Can you do this? (What might get in the way)
Real. Check your motivation and the benefits
Timely. Think about a realistic timeframe
- 3** Break it down into the steps you need
to do to achieve the goal.

**Be SMART
about your
goals**

**Use the
template
or get
creative**

Roadblocks and solutions

Review

MY GOALS

STEP 3

1

Review your goals regularly

- Check back regularly – am I still on track?
- Have I achieved my goal?
- Do I need some more support to achieve this?
- Is this goal still important?
- Do I need to break it down into smaller steps?
- Has my motivation changed – if so, how can I get back on track?
- Do I need to change my goal and focus on something else?

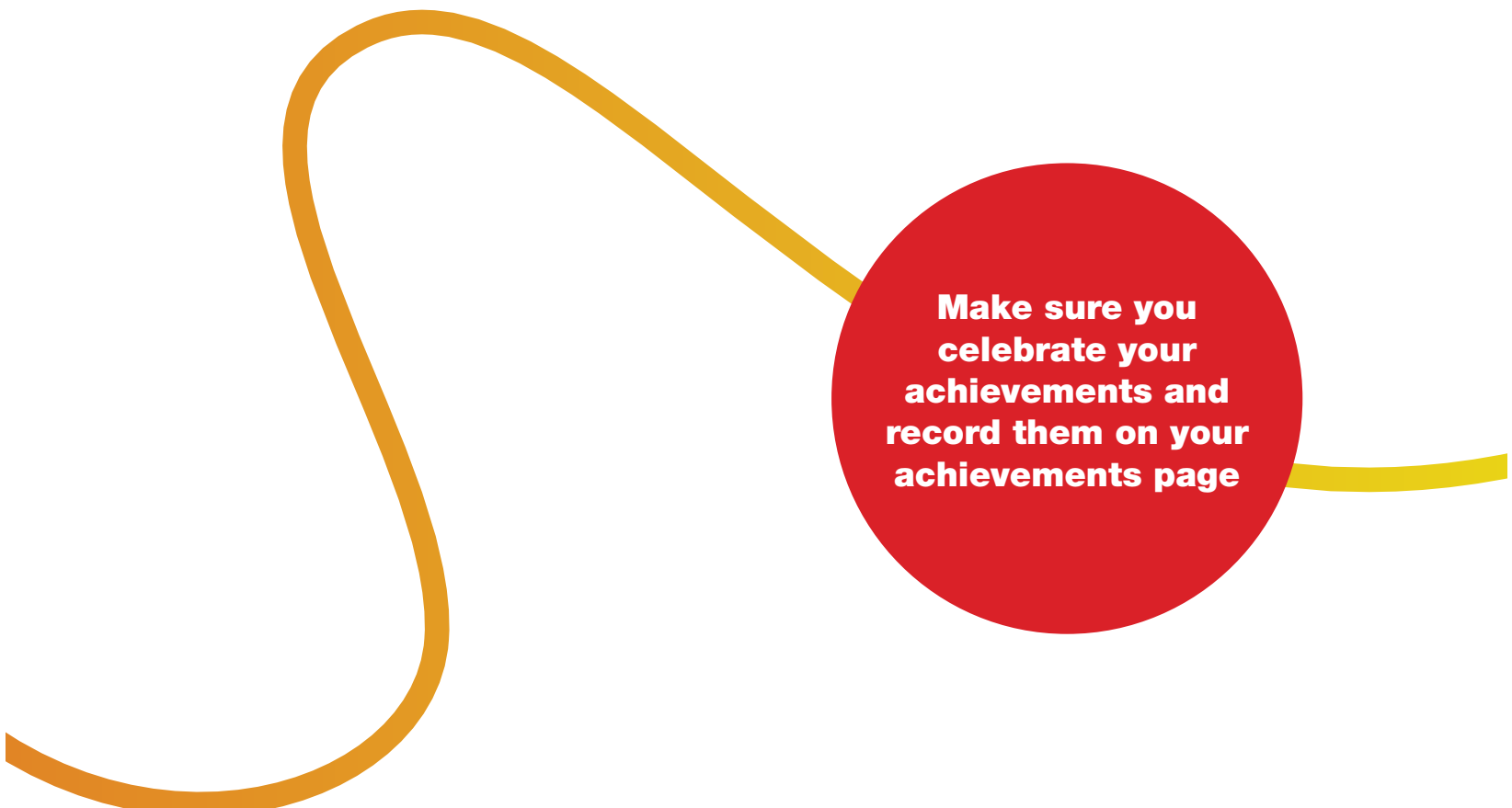
2

When you have achieved your goals... You are ready to focus on some new goals!

My Goal

Steps to achieve your goal

1 Timeframe:	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/>
2 Timeframe:	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/>
3 Timeframe:	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/>



**Make sure you
celebrate your
achievements and
record them on your
achievements page**

Roadblocks and solutions





Review

MY ACHIEVEMENTS



SACE


With your teacher, mark off the SACE subjects you have completed and use this to keep an up to date record of your achievements.

-  Compulsory Stage 1
-  Compulsory Stage 1 and/or Stage 2
-  Compulsory Stage 2
-  Choice of subject and/or courses Stage 1 and/or 2

You must achieve a C grade or higher for compulsory and stage 2 subjects.

PLP 10 Credits	Literacy 10 Credits	Literacy 10 Credits	Numeracy 10 Credits	Research Project 10 Credits
Stage 1 10 Credits	Stage 1 10 Credits	Stage 1 10 Credits	Stage 1 10 Credits	Stage 1 10 Credits
Stage 1 10 Credits	Stage 1 10 Credits	Stage 1 10 Credits	Stage 1 10 Credits	Stage 2 10 Credits
Stage 2 10 Credits	Stage 2 10 Credits	Stage 2 10 Credits	Stage 2 10 Credits	Stage 2 10 Credits





**Good luck
with the
rest of your
Journey...**