Phase 1 – Planning

Elements	Requirement/Strategy	Recommendations

1. Team	• Team of at least 3 committed staff	• Include teachers from:
		  ° executive level
		  ° different stages
		  ° staff willing to participate
		• A Coordinating Teacher should be chosen to oversee the program

2. Focus	• Establish the purpose
	• Determine the outcomes
	• Choose a focus from the following modules:
	  ° Resilience
	  ° Relationships
	  ° Anti-bullying
		• Relate to curriculum areas
		• Relate to Student Welfare/ Pastoral Care
		• Include preventative aspects especially anti-bullying and mental health

3. Funding	• Prepare an annual budget	• Costs should include:
		  ° Professional development for staff
		  ° Teacher relief
		  ° Resources
		  ° Peer Leader's training
		  ° Photocopying
		• Approach
		  ° Community clubs
		  ° Local businesses
		  ° Parent groups
		  ° Proformas for funding

4. Timetable	• Schedule Peer Leader's training for 2 days • Determine the term for implementation of the Program • 8 x 30 minutes – Primary • Schedule briefing and debriefing	• Training needs to be 2 consecutive days • Primary – ideal to implement in Term 2 or Term 3
5. Staff Training	• Approx. 1 teacher per 14 -16 students for training • Parents can be involved with training Peer Leaders	• It is a member requirement that a staff member attends an Implementation Workshop every 3 years • Contact Peer Support Australia for more information if additional staff need to train
6. Resources	• Current leadership training notes • Current modules • Collect and prepare all required resources for training Peer Leaders and the sessions	• A Resource Checklist is provided at the beginning of the Peer Leader's training and within each module

Phase 1 – Actions

	Action Required	Timeline
1		
2		
3		
4		
5		
6		

Phase 2 – Awareness raising

Elements	Requirement/Strategy	Recommendations

1. Staff	• Conduct an awareness raising session for all staff
	• Explain all aspects of:
	  ◦ Planning
	  ◦ Implementation
	  ◦ Benefits of the program
	  ◦ Role of the supervising teacher
		• Awareness raising sessions are provided within the Portal
		• Make use of Peer Support Australia videos on our website/YouTube channel
		• Peer Support Australia consultants are available (conditions apply)

2. Parents/Caregivers	• Conduct a parents/carers awareness raising session • Inform parents/carers via newsletters • Students can contribute to the school newsletter/website/etc. • Dedicate a page on the school's website to inform about the Peer Support Program and display your yearly member badge	• Parent information leaflets provided within the Portal • Suggested Newsletter Items provided in the Portal • Peer Support Australia consultants are available (conditions apply)
3. Peer Leaders	• Conduct a Peer Leader's Awareness Raising Session • Inform students of their roles and responsibilities • Outline processes for Peer Leader's Training (where/when) • Introduce the focus of the module	• Awareness Raising Sessions are provided within the Portal • Invite past Peer Leaders to speak about their experience • Peer Support Australia consultants are available (conditions apply)
4. Group Members	• Conduct introductory activities in class (if applicable) • Inform students of their roles and responsibilities	• Activities provided in the Portal
5. Community	• Students can contribute to the school newsletter/website/etc. • Write articles or invite local media to training and/or sessions • Invite local businesses or identities to training and/or sessions • Utilise schools P&C (or similar)	• Raise awareness with school and the wider community • Display Peer Support Program certificate in Front Office.

Phase 2 – Actions

	Action Required	Timeline
1		
2		
3		
4		
5		

Phase 3 – Implementation

Elements	Requirement/Strategy	Recommendations
1. Peer Leader's Training	• Conduct leadership training for students no more than 4 weeks prior to start of the program • Run over 2 consecutive days • Group sizes should be 14 – 16 students per teacher	• Training options: local venue, camp or at school • Primary schools may include Year 5 if additional numbers are required • Award Certificates for completing training (Available in the Portal)
2. Selection of Peer Leaders	• Consider each student's level of participation during training • Choose and pair Peer Leaders ensuring at least one is a competent reader • Students should complete the application form	• Proformas are provided in the Portal to support the selection process • Consider how well they will work with one another • Input from the Facilitating Teacher (observation sheet provided in the Peer Leader's Training) • Peer Leader badges may be purchased from the Portal
3. Peer Support Groups	• Optimum group size is 10 – 12 students including 2 Peer Leaders • Students complete the application form	• Staff should have input into group formation • Students remain in the same group once the program starts
4. Room Allocation	• Groups meet in the same location each week • 2 – 3 groups per room • Allocate a Supervising Teacher to each room	• Coordinating Teacher doesn't supervise specific groups so they are free to circulate • Utilise available staff and space
5. Organisation	• Inform all staff of the time and location of the sessions • Conduct a practice session involving assembling and moving to relevant classrooms • Provide a copy of the names of students in each group and where each group will meet for staff members and the office	• Sessions should be conducted immediately prior to a break (e.g before lunch)
6. Session Notes	• Organise the photocopying and resource materials prior to the sessions • Provide copies of each session to the Supervising Teachers	• Discuss sessions each week with staff at appropriate meetings

Phase 3 – Actions

	Action Required	Timeline
1		
2		
3		
4		
5		
6		

Phase 4 – Supervision

Elements	Requirement/Strategy	Recommendations

1. **Briefing and Debriefing of Peer Leaders**	• Brief and debrief Peer Leaders on a weekly basis
	• Conduct briefing at least the day before
	• Conduct debriefing soon after
	• Coordinating Teacher is responsible
		• Briefing Notes provided within each module on Portal
		• Purpose is to become familiar with the preparation necessary prior to the session
		• Ideas for debriefing include:
		  ◦ Discussion
		  ◦ Journal writing
		  ◦ Creative writing
		  ◦ Peer Leader's Reflection/ Self Assessment (Provided within each module)
		• Purpose is to acknowledge their contributions and give feedback
		• Address any areas of concern

2. **Briefing and Debriefing of Group Members**	• All students should be briefed before the session • Conduct classroom discussions/ debriefing after each session	• Discuss the main concepts, their relevance and purpose of the session • Use the information at the beginning of the session • Teacher debriefing notes are provided within each module • Consolidate the learning and reinforce the concepts • Poster templates are provided within each module
3. **Supervision Duty of Care**	• Each classroom teacher supervises their allocated groups • Provide positive feedback for debriefing session	• Supervising Teacher Feedback Proforma provided in the Portal • Staff have a responsibility to monitor the groups and encourage participation/learning • Be aware of the need to respectfully intervene to assist in behaviour management
4. **Follow Up**	• Peer Leaders may need a formal follow up at some stage during the program	• Refresher Training outlines provided within each module • Support Peer Leaders in their role • Address any areas of concern

Phase 4 – Supervision

	Action Required	Timeline
1		
2		
3		
4		

Phase 5 – Evaluation

Elements	Requirement/Strategy	Recommendations

1. Review	• Ongoing evaluation could focus on:
	  ◦ Session content
	  ◦ Supervision
	  ◦ Implementation
	  ◦ Support for Peer Leaders
		• Proformas provided within the Portal

2. Whole School	• Conduct feedback or formal pre and post evaluations for:
	  ◦ Staff
	  ◦ Peer Leaders
	  ◦ Group members
		• Evaluation proformas provided within the Portal

3. Directions	• Collate evaluations and report on findings • Report on achieved outcomes • Address any areas for improvement	• Ensure all members of the school community are aware of the outcomes achieved • Ensure all members of the school community have input into areas for improvement

4. Celebration	• Conduct a school assembly
	• Conduct a celebration activity
	  ◦ Barbeque/picnic
	  ◦ Sports day
	  ◦ Special events
	  ◦ Certificate ceremony
		• Peer Leaders are awarded certificates for leading the groups

5. Group Connections	• Use Peer Support groups at other times throughout the year:
	  ◦ Theme days
	  ◦ Science days
	  ◦ Walkathons
	  ◦ Special events
		• Maintain the relationships between group members in a positive way
		• Ask students to brainstorm opportunities they can continue to come together.

Phase 5 – Evaluation

	Action Required	Timeline
1		
2		
3		
4		
5		