



The Recovery & Resilience Model

A Psychosocial approach to school-wide recovery



Beth Sutton

**Student Support Services Team Leader
Educational & Developmental
Psychologist**

Pronouns: She/Her

Central Highlands

South Western Victoria Region

Department of Education

E: Beth.Sutton@education.vic.gov.au

Clorinda Siemienowicz

**Manager | Health, Wellbeing,
Inclusion, and Resilience | Inclusive
Education Division
Department of Education**



Learning outcomes

- Understand the core elements of the Recovery and Resilience Model.
- Understand the phases of recovery post disaster, within a school setting.
- Understand how the RRM can be applied to promote psychosocial recovery through imbedded school improvement architecture.

Lived experience and Self care

We acknowledge the lived experience of disasters and extreme weather events of those in the room.

This talk will be openly discussing events of this nature, as well as other traumatic incidents that have had impacts on the wellbeing of school communities.

Please consider your self-care needs and do whatever is required to ensure these needs are met.

The Recovery and Resilience Model (RRM)



The RRM is a trauma informed problem-solving framework designed to support schools to focus their efforts on the key areas known to be vital to school recovery and resilience after a disaster event.

Underpinned by 8 trauma-informed core principles that acknowledge the inevitable impacts of disaster on people and communities and contextualise the anticipated experience.

The RRM is comprised of three key elements that guide the path to recovery by providing best practice/s and intervention at each phase of recovery.

Schools can engage with the RRM through existing school and system approaches e.g. FISO2.0.

Victoria's changing climate

Victoria's climate has already changed. Observed as of 2024:



Average annual temperature **increased 1.2 °C** since 1910



Since 1950s, heatwaves* have become **more intense, frequent and longer**, and the heatwave season starts earlier



The number of very hot days** per decade has **more than doubled since 1986–2005**, with some areas experiencing up to 5 times as many very hot days



Bushfire **frequency, area burned and severity** have increased



- **Average annual rainfall has decreased** but extreme rainfall events are generally becoming more intense
- **Extreme rainfall** events have almost **doubled since 1958–1985**
- Cool season rainfall has **decreased** by more than 10% compared to 1961–90



More extended **dry periods** and changing **flood patterns**



Snow depth and cover have **decreased** in alpine regions **since the late 1950s**

RRM is based in current DE practices and policies



The Recovery and Resilience Model

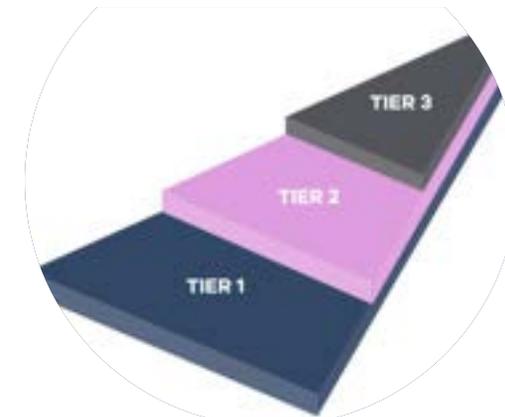
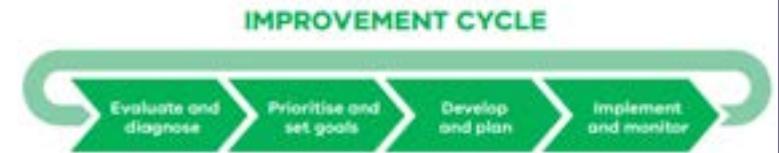
- The Principles and Elements



- Three Phases of Recovery



- Implementation Guide
 - for Schools



Trauma Informed Practice Principles

Eight evidence-based principles underpin the RRM:

1. Always use a human centred, trauma informed and strengths-based approach to recovery
2. Recognise aftermath stressors are often fluctuating and compounding, and can diminish the health and wellbeing of those impacted by an emergency event
3. A recovery plan should consider intervention (reactive) and prevention (proactive) strategies to address issues and build resilience
4. Schools typically need to balance three priorities: taking care of people, restoring the functions of the school, and addressing the operational, administrative and legal requirements associated with an emergency event
5. Set realistic expectations for staff within the school recovery context and manage any increase workload for staff through the provision of workforce supports and professional learning
6. Anticipate learning retention difficulties for children and young people affected by trauma and make suitable adjustments to curriculum, testing and monitoring for a nominated period
7. Anticipate and plan for delays in help-seeking from students, staff and families impacted
8. Utilise established and existing school-based leadership and collegiate practices, such as PLC inquiry cycle or FISO improvement cycle to plan, implement and monitor a recovery plan.

The Principles and Elements



Sense of routine and safety

Sense of safety

- It is important for all members of a school community to feel safe and secure at school.

Physical safety & Social and Emotional safety are both important aspects contributing to a sense of safety being restored.



Sense of routine

Having a consistent daily schedule can help children and adults to:

- Know what is happening and what is next.
- Know what is expected of them when doing activities and tasks.
- Feel in control and comfortable in their environment.

Predictable routines v Adaptable routines



Sense of routine & safety

severely impacted



thriving

Sense of health and wellbeing

Mental health and wellbeing

- A state in which we can cope with stress
- Aware of self-efficacy
- Engage in work or contribute to groups and the community.

Physical health and wellbeing

- Taking care of our body through daily habits & routines
- Good eating
- Regular exercise
- Good sleep



Social health and wellbeing

- Adapt in social situations
- Interact with others
- Form and maintain meaningful relationships

Emotional health and wellbeing

- Understand, accept and handle our feelings and emotions.
- How effectively we respond to varied experiences, challenges and situations we encounter.

Sense of health & wellbeing

severely
impacted



thriving

Sense of belonging and connectedness

Sense of connectedness

- Connection between school, students and families.
- Connection to peers (students) and colleagues (teachers).
- Connection to community and community networks.
- Connection to culture.
- Connection to environment.



Sense of belonging

- When we feel like we are connected to a group and feel like we are part of something bigger than ourselves.
- A sense of belonging can also engender a feeling of security and support, which is vital in the recovery process.

Sense of belonging & connectedness

severely impacted



thriving

The Recovery and Resilience Model documents

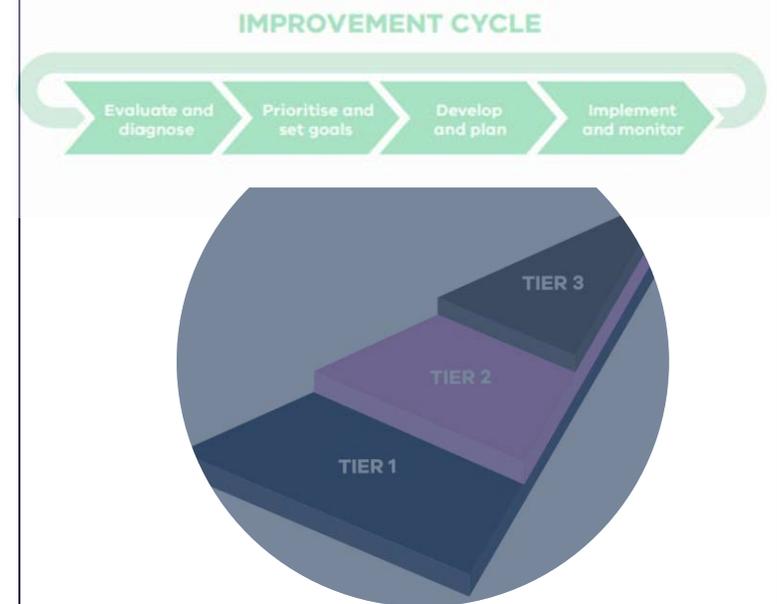
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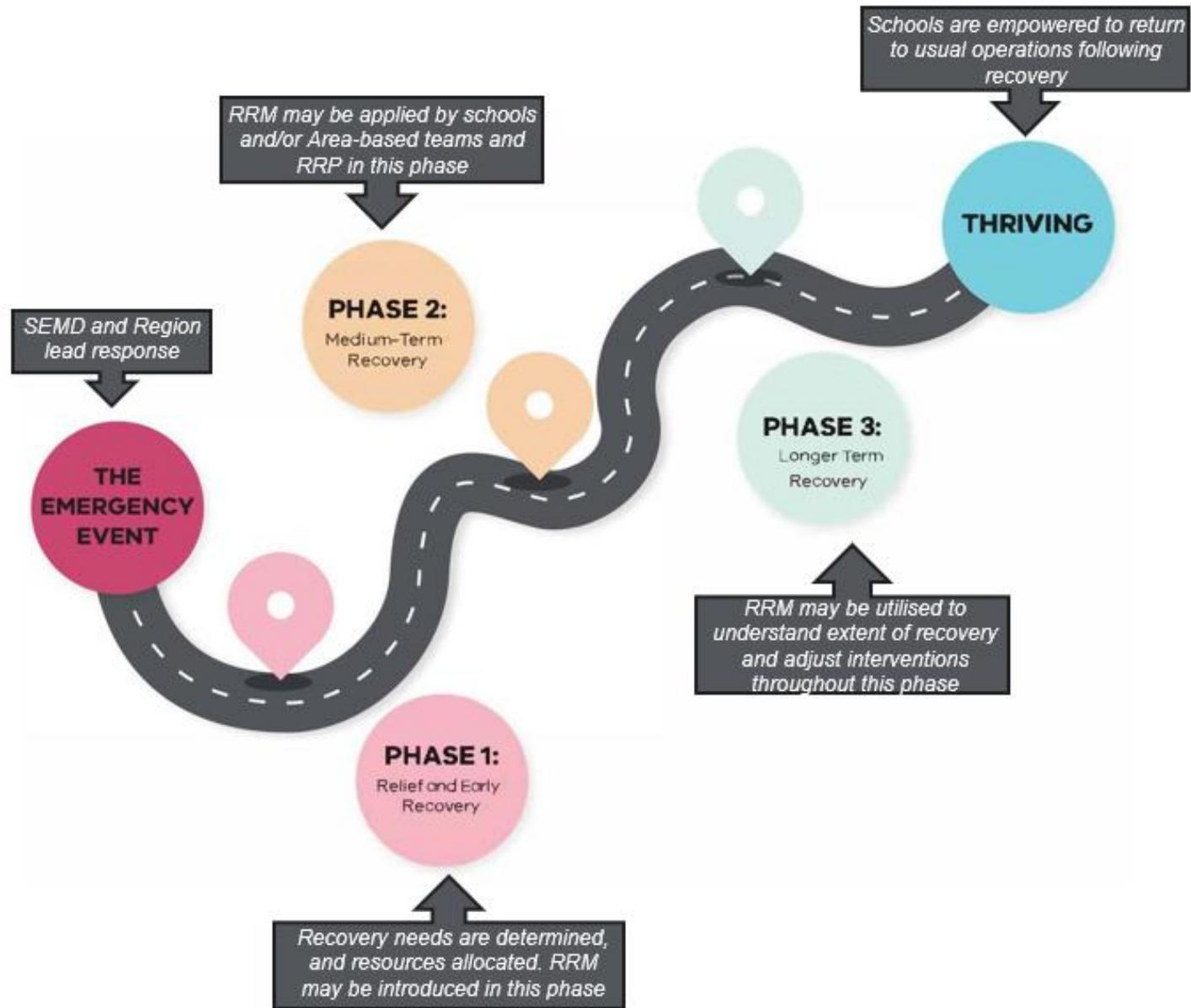
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The Phases of Recovery





Relief and Early Recovery

When: Hours to days, depending on the incident. Once the threat or active emergency has passed.

Role of schools

Evacuation point or emergency centre

Providing care and support to students and families

Communication

Higher need identification and referral (Tier 2 and 3 supports)

Community connecting and collaboration

Restoring routine (Tier 1 supports)

Understanding other supports available



Potential challenges

Clean up, repairs, admin & compliance

Potential relocation

Increased workload with **reduced capacity**

Staff as first responders

Multiagency involvement

Complex cases



Medium Term Recovery

When: ≈1-6 months

Essential services have been restored, with a focus on returning to normality.

PHASE 2:
Medium Term
Recovery

Role of schools

Care and support for students and families

Communication

Higher need identification and referral (Tier 2 and 3 supports)

Initiating Tier 1 supports to foster resilience and recovery

Restoring routine and normality

Providing a safe place for students to

connect and play
learn coping skills
move
express creatively

Community connections and spirit

Understanding other supports available

Potential challenges

Establishing routine off-site

Increased workload with **reduced capacity & increasing fatigue**

Staff as first responders with increase personal needs

Multiagency involvement disbanding- community unrest

Increasing complexity of diverse needs within the school community with reduced referral pathways

Navigating curriculum and testing adjustments

Significant administrative and compliance requirements





Long Term

When: Months – Years after the incident.

This can fluctuate, with anniversaries or compounding events.

Role of schools

Maintaining a sense of safety, routine and normality

Identification and addressing **gaps in learning**, particularly in reading and numeracy (Tier 1 supports)

Supporting career pathway planning for senior secondary students

Ongoing identification and referral of higher needs individuals (Tier 2 and 3 supports)

Ongoing community connections and fostering community spirit

Understanding other supports available



Potential challenges

Stress & Burnout

Ongoing responsiveness to

Classroom behaviours
Attendance
Health and wellbeing needs
Social issues

Community unrest

Increase in school-based interventions required to address gaps

Resource shortages

Significant administrative and compliance requirements

Future planning and compounding events

The Recovery and Resilience Model documents

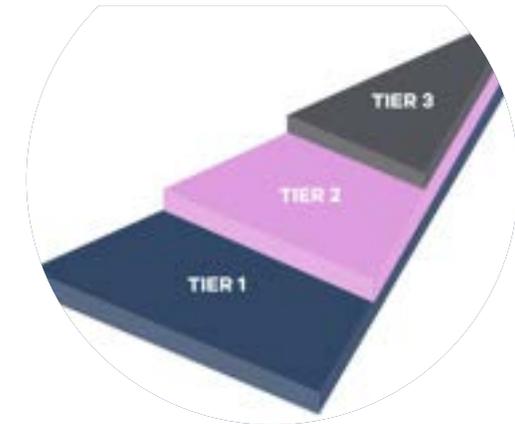
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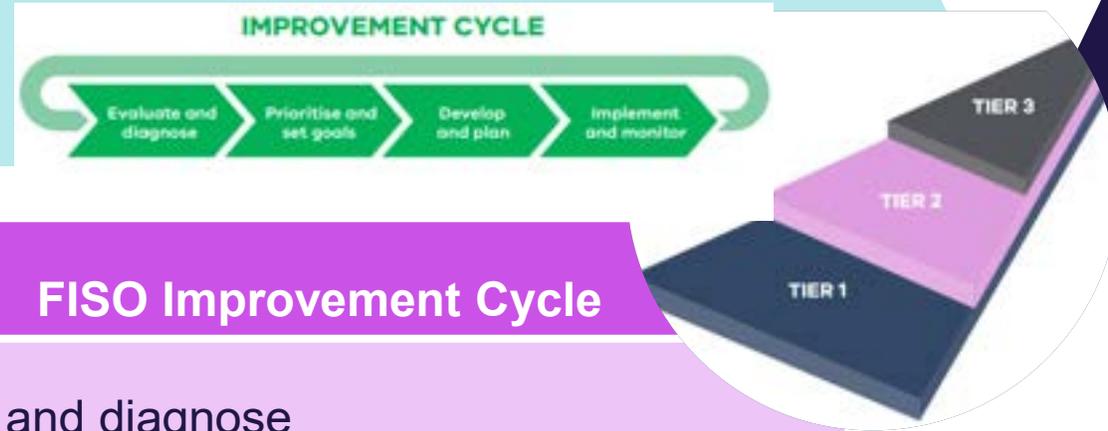
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Implementation Steps



Steps	FISO Improvement Cycle
<p>Step 1: Gather and analyse data System Measures School-based measures</p>	<p>Evaluate and diagnose</p>
<p>Step 2: Examine current processes and practices Teaching and learning Assessment Engagement Support and Resources Leadership</p>	<p>Prioritise and set goals</p>
<p>Step 3: Identify and plan actions</p>	<p>Develop and plan</p>
<p>Step 4: Implement and monitor impact</p>	<p>Implement and monitor</p>

Recovery Planning

Identifying needs

Students

Staff

Parents



Considering strategies to support these needs at each Tier

Tier 1 whole school

Tier 2 vulnerable groups

Tier 3 individual



Considering these needs within each element and across the phases of recovery



	Tier 1	Tier 2	Tier 3
Sense of routine and safety	School-wide positive behaviour support Respectful relationships Circle time High Impact Wellbeing strategies focus	Breakfast club	Flexible Learning Options IEP
Sense of health and wellbeing	Whole school wellbeing focus weeks YMHFA	Breakfast club Stormbirds Initial intervention TMHFA	Wellbeing check-in Learning intervention
Sense of belonging and connectedness	School Concert Celebration night	Social stencil Koori IEP & programs OOHC learning mentors Lunch clubs- games, culture, LGBTQIA+	Check-ins

Often gaps in this area



Sense of routine and safety

Advocate at school
Attendance data
ISOC data
Breakfast club
Classroom routines and setup



Sense of health and wellbeing

Attitudes to school:
Attendance data
Mental health in Primary Schools- how is this being used?
ISOC data
Breakfast club



Sense of belonging and connectedness

Vulnerable groups: Aboriginal and Torres Strait Islander
EAL
Out of Home Care (OOHC)
DIP funded students
Data: Attitudes to school
Sense of connectedness
Attendance data
ISOC data

Ensure you look at Students, Staff, and the School Community.

Strategies and actions for school leaders and staff

* See also strategies for teachers

Strategies and actions for school leaders

Recovery phase	 Sense of routine and safety	 Sense of health and wellbeing	 Sense of belonging and connectedness
Relief and early recovery	<ul style="list-style-type: none"> • Co-ordinate physical recovery response. • Establish processes and practices for the relief and early recovery stage. • Establish realistic expectations for students and staff. • Re-establish routines as part of restoring a sense of normality, with suitable adjustments made to consider the needs of students and staff. • Nominate an appropriate period for which teachers will modify curriculum delivery, testing and monitoring to take into consideration learning retention difficulties for children and young people who have experienced trauma. • Provide time and resources to teachers/teaching teams to plan for 	<ul style="list-style-type: none"> • Take steps to ensure the physical safety and wellbeing of students and staff is protected. • Support teachers to develop/adjust the existing Social and Emotional Learning (SEL) Program to focus on coping and self-regulating strategies, skills for self-care and creating time and space to make sense of what has happened. • Provide leadership and collegial support to meet the health and wellbeing needs of teachers acting in the role of first responder. • Consider and plan for how the school can support staff health and wellbeing in the immediate post-emergency phase. • Promote initiatives, resources and programs designed to support staff health and wellbeing. • Utilise department resources and 	<ul style="list-style-type: none"> • Acknowledge the important role a school plays within a community following an emergency to foster community spirit. • Maintain open communication and collaboration with external supports, Department of Education supports and key organisations in the local community, such as Emergency Services or Country Fire Authority. • Consider and plan for how the school can support families as part of the immediate post-emergency recovery response. • Consider and plan for how the school community can connect with the local community as part of the immediate post-emergency recovery response. • Plan for how the needs of culturally and linguistically diverse individuals and groups can be met for



	Evaluate and diagnose	Prioritise and set goals	Develop and plan	Monitor and implement
Who is involved in conversations for each element?	What data do you need? What do you notice? Key vulnerabilities or opportunities MTSS	SMART goals	Who is responsible for each step? How will time be allocated? Timeline of actions. Review date locked in.	What tools are being used to monitor change? Checkpoints for progress. When will you know when to review or move to Phase 2?
 Sense of routine and safety				
 Sense of health and wellbeing				
 Sense of belonging and connectedness				

Helpful for role clarity. Important to set dates.

Take Homes



The RRM is a trauma informed problem-solving framework designed to support schools to focus their efforts on the key areas known to be vital to school recovery and resilience after a disaster event.



The Elements can be used to prepare schools.



Disasters impact school across multiple Tiers, across the school community, and across time.



Recovery must address the variety of impacts and be reflected on over time.

Support

[Health, Wellbeing and Inclusion Workforces:
Recovery and Resilience Model | VIC.GOV.AU |
Policy and Advisory Library](#)

Resources from the Managing Trauma guide

EduSafe ISOC report if appropriate

Report = Support

[Schools Mental Health Fund and Menu](#)

[Mental Health and Wellbeing Toolkit](#)

[Employee Wellbeing Support Services](#)

Converge [1300 291 071](tel:1300291071)

Recovery Champion- Beth Sutton
Beth.Sutton@education.vic.gov.au

