

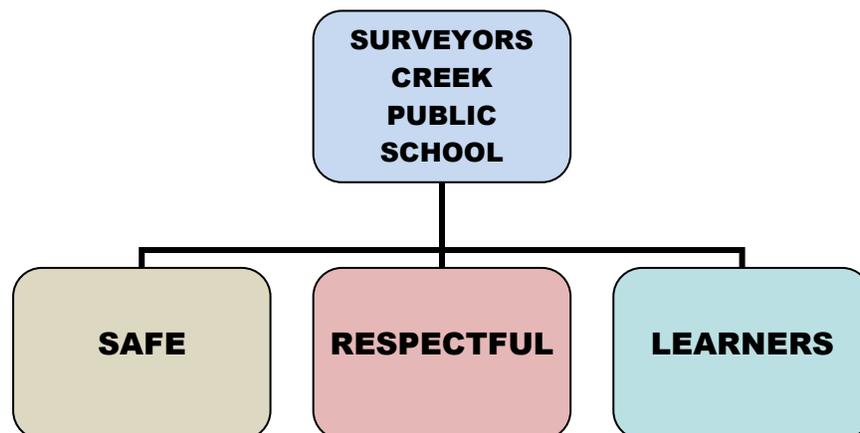
Surveyors Creek Public School



STUDENT WELFARE POLICY

Student welfare encompasses everything that the school community does to meet the personal, social and learning needs of students.

The staff and parents of Surveyors Creek Public School recognise that a safe and caring school community is fundamental to student welfare.



SCHOOL RULES OR DISCIPLINE CODE

School rules are an essential part of the whole school approach to discipline. Rules which are expressed positively and which show how they can be kept promote good behaviour. The following school rules form our Discipline Code.

	RULE	HOW TO KEEP IT
1	SAFE 1. Be in the right place 2. Keep your hands and feet to yourself	<ul style="list-style-type: none"> • Think before you act • Always walk on concrete areas • Use all school equipment safely • Be in the right place at the right time • Always keep your hands and feet away from others to avoid injury • Ask permission from the duty teacher before (i)going out of bounds or (ii)using equipment • Tell a teacher if you are worried about someone or something that is unsafe • Say 'NO' to bullying and report it to a teacher
2	RESPECTFUL 3. Use a polite voice 4. Do as you are asked	<ul style="list-style-type: none"> • Be courteous and considerate of your fellow students • Avoid causing embarrassment to others – think before you speak • Keep the playground clean and tidy • Put rubbish in the bin • Take care of your belongings • Leave other people's property alone • Hand in all lost property • Follow your teacher's instructions and do as you are asked • Speak politely to school staff, including teachers and office staff, guests and fellow students • Play sport fairly – wait and take turns • Include others • Show respect to visitors and all members of our school community • Take care of our school buildings and grounds • Wear your school uniform with pride • Behave well at school, on excursions, at sport and travelling to and from school
3	LEARNERS 5. Hand up and wait 6. Start your work quickly and stay on task	<ul style="list-style-type: none"> • Listen in class and do as you are asked • Always try to do your personal best • Do your homework regularly • Develop your skills each day by applying yourself to each task • Put up your hand and wait for your teacher quietly if you need help • Bring the necessary equipment for each lesson • Be punctual to class • Say 'NO' to bullying

Positive Behaviour for Learning (PBL)

Surveyors Creek Public School implements Positive Behaviour for Learning. Positive Behaviour for Learning (PBL) is a long term (3-5 year) initial set up process to create safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The adoption and long-term implementation of efficient and effective discipline throughout the whole school environment is critical to the process.

PBL is based upon research and is proven to significantly reduce the occurrence of problem behaviours in schools (Lewis and Sugai, 1999). PBL is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school wide, and classroom discipline systems (Lewis & Sugai, 1999). The process focuses on improving a school's ability to teach and support positive behaviours for all students. PBL is not a programme but a process that supports schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and individual student discipline (Sugai & Horner, 2007).

PBL is intended to support all students and staff across all settings. This team-based process is designed for systemic problem solving, planning, and evaluation. It is an approach to creating an environment within which school-based teams of educators are trained in: effective behaviour management principles and practices; systems change and; in the practical application of research-validated instruction and management practices.

PBL logic is based upon a **three tiered prevention model**. Attention is focused on creating and sustaining systems of support that improve both academic and social results for all students by preventing the development of inappropriate behaviour, reducing the intensity of existing problem behaviour and increasing the likelihood of academic success. The three tiered prevention approach includes:

- 1. Universal Prevention (school-wide)**
- 2. Targeted group interventions (classroom)**
- 3. Intensive individual interventions**

Implementation Process

The process itself involves the team within the school employing effective systems, practices and data-based decision-making consistently and with fidelity. The process is described by a **set of circles** which describe the process that the teams work through as they address the three tiers. Through the implementation of this team driven process schools develop efficiency at linking PBL with other efforts and initiatives to form a continuum of support for both staff and students. The process involves a strong focus on supporting teachers to consistently embed the teaching and monitoring of appropriate social and behaviour skills into the school day and curriculum.

In the literature, PBL is known as PBIS (Positive Behaviour Interventions and Supports), PBS (Positive Behaviour Support); and EBS (Effective Behaviour Support). The terms are synonymous.

PBL Big Ideas

- PBL is not a curriculum - it is a framework for systems to identify needs, develop strategies and evaluate practices.
- The goal of PBL is to establish host environments that support adoption and sustain use of evidence-based practices.

PBL Guiding Principles

1. Student misbehaviour can be changed (taught)
2. Environments can be created to change behaviour (Instructional)
3. Changing environments requires change in adult behaviour (teaching)
4. Adult behaviour (teaching) must change in a consistent and systematic manner
5. Systems of support (effective instructional environments) are necessary for both students and adults.

PBL Committee

The PBL committee meets on a regular basis to discuss playground needs and issues, behaviour management, rewards and issues arising. Regular tracking of students and behavioural issues is undertaken during PBL meetings and information from our SENTRAL data base is used to guide and inform decisions. EBS surveys and other surveys are used regularly to inform decision making within the school and community.

SENTRAL DATA

Surveyors Creek staff will enter data in SENTRAL about students' academic and behavioural progress so it is easily and instantly accessible and can be interrogated and analysed at a student, class, grade or school level. This data system is a high security internet-based system that gives us a whole picture of how a student is performing and participating in our school. We can target our teaching and learning strategies and teacher training requirements through data-driven decision making. SENTRAL allows teachers to make informed decisions about what our students' needs are and how to support them." By assembling a range of academic and behavioural information for access at one point, it is much easier to analyse the overall progress of each student at the school. This, of course, assists at a strategic level for supporting students.

NSW Department of Education and Training CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS

Students in NSW government schools are provided with high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

These rules are based on our ***core values of integrity, excellence, respect, responsibility, cooperation, participation, self discipline, care, fairness and democracy.***

The critical role of parents and caregivers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and successful education of their children.

The Department is committed to supporting Principals and school staff in the implementation of these rules through state wide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.

NSW CORE RULES AS RELATED TO SURVEYORS CREEK PUBLIC SCHOOL

1. Safe

Attend every school day, unless you are legally excused.

Behave safely, considerately and responsibly, including when travelling to and from school.

- Be in the right place
- Keep your hands and feet to yourself

2. Respectful

Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.

Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.

Treat one another with dignity and respect.

- Do as you are asked
- Use a polite voice

3. Learners

Be in class on time and prepared to learn.

- Start your work quickly and stay on task
- Hand up and wait

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Strategies to promote good discipline and effective learning

Positive discipline is an essential part of a schools' behaviour management plan. In formulating a behaviour management plan, school communities must be acknowledged and describe practices to foster good discipline. For example:

- **The consistent use of good behaviour management technique such as:**
 - giving simple instructions
 - expecting students to comply and follow directions
 - regularly noticing and commending students for complying with rules and directions
 - avoiding the use of ridicule, embarrassment or 'put-downs'
 - involving all members of the class by directing questions to the full range of students
 - encouraging on-task learning behaviour by moving about the room and supervising student engagement (**active supervision** in and out of the classroom environment)
 - refocusing and redirecting attention when students become restless or inattentive
 - having a plan for managing behaviour disruptions – **Positive Intervention Plan (PIP)** poster)
 - following up any significant behaviour disruptions. (White classroom slip / yellow playground slip)
- **The provision of appropriate curriculum to meet the needs of each student.**
- **The development of a school discipline code - a small number of easily understood rules which state the expected behaviour, can be monitored and consistently and fairly applied.**
- **Supporting students in achieving success in learning.**
- **Staff modelling of consistent, caring and controlled behaviour.**
- **Discussion with parents and caregivers of their roles and responsibilities in managing student behaviour.**
- **The provision of integrated programs which develop self-discipline, self review, communication and responsible decision making, such as:**
 - stress management programs
 - social skills programs
 - peer mediation
 - peer learning.

- Encouragement of respect for teachers as professional educators.
- Staff attendance at relevant training and development programs.
- The provision of appropriate support programs, such as counselling and remediation.
- Liaison with supportive community agencies to build teams.
- The knowledge and understanding of the particular needs and pressure experienced in the local community.

AWARDS

“Rewards need to be fair, effective and collaborative”.

While we encourage students to follow the rules and do their best learning and behaviour for intrinsic rewards (i.e. because it is morally correct to do so) we recognise that students enjoy an awards system also.

Merit awards

MERIT AWARDS

Merit Awards are given for demonstrating school rules. The reason for each award must be explicit (i.e. understood by the child).

- ☺ Keeping yourself and others safe
- ☺ Taking responsibility for your own learning and behaviour
- ☺ Respecting yourself and others.
- ☺ Respecting our school environment.

- **Assembly awards** - Awards are presented at each week. These awards are awarded to a class as appropriate to K-2 or 3-6. K-2 and 3-6 receive a certificate.

Team Awards – Playground awards-

- Special stamps/tokens are given to students who follow the Safe, Respectful, Learning behaviour in all school settings (in place of the team awards).
- Tokens are handed out in the playground, (or elsewhere) and the merit is to be transferred to a class chart once students return to class. These tokens are also colour coded as stated above.

Principal's Awards

Special stickers, awards and prizes are issued at the principal's discretion.

Classroom Award Systems

Individual classrooms and stage groups may also have reward systems operating such as treasure chests, auctions etc. Specific details are outlined in teacher programs.

CONSEQUENCES / DISCIPLINE

"Discipline needs to be fair, effective and collaborative".

Teachers will use discretion to ensure consequences are fair and effective when dealing with students who break the rules. School expectations will be explicitly taught to all students in classroom lessons and whole school assemblies through discussions and role plays.

NEGATIVE BEHAVIOUR CONSEQUENCES

1. Teacher management
2. Chill Out
3. In school removal of privileges/detention
4. School suspension

For details look to **BEHAVIOUR CONSEQUENCE CHART**

ALL SCHOOL SETTINGS

Yellow slips (playground) / **White slips-** (classroom) given after warning (PIP) A slip may be given to a student who breaks a school rule. The reason for the slip will be discussed with the student and recorded on the slip. This slip will be sent to the classroom teacher who will enter the information on SENTRAL and let the supervising teacher know if further follow up is needed. Slips will only be recorded for moderate or severe incidents.

Chill Out Room

Instant use of the Chill Out Room will be given by the **teacher on duty**, if a student is involved in minor acts of violence.

The purpose of the **Chill Out Room** is to teach appropriate playtime behaviour and social skills to an individual or group of students who have been identified as needing additional support as a result of continued misbehaviour in the playground.

The Chill Out Room:

- is attended by an identified group of 'at risk' students
- is staffed by a teacher (as a playground duty) and a teacher's aide
- is used to teach play and social skills
- is conducted in the library
- does not run if wet weather duties are called.

Chill Out Room Referrals

Students are referred to the Chill Out Room through **the child's class teacher and supervising teacher** on the basis of reoccurring misbehaviour **in the playground or a severe incident**. Referral slips (new ones that include only moderate and severe offences) can be completed for those students displaying concerning behaviour/s. These referrals will be discussed in fortnightly PBL meetings. Referrals are located in playground and class folders.

Children re-entering the school playground after suspension or if they are on a **Pre Suspension** will have a **written negotiated plan**. The parents of the 'Chill Out Room students' are to be informed of their child's participation in a social skills program via a letter or phone call. Chill Out Room participation is recorded on a list kept in:

1. Chill Out record book
2. Individual's SENTRAL record.

This list is maintained by an allocated PBL team member. It is to be checked by the class teacher.

Weekly Rule Focus

To ensure a positive and safe environment, a set of school expectations has been developed, revolving around being:

- Safe
- Respectful
- Learner

Each class will **develop individual classroom expectations / rules** that reflect being a SAFE, RESPECTFUL, LEARNER, ensuring an effective learning environment. These expectations will be unique to each class setting and displayed within classrooms.

These **class expectations will be displayed at the front of every class** in a place where children can readily observe the text.

The **Weekly Focus Expectation** will be displayed at the front of each classroom and spoken about by class teachers each week. Teachers will visit the context of the rule each week and have a brief Q & A with their class. Classes may have their own personal reward system for immediacy of reward.

Display of signs

All classes will display Safe, Respectful, Learner signs. This includes

- **The school matrix.** (2 x A4 sheets)
- The settings for school areas and rules. (10 x A3 sheets) **Flip book.**
- PIP
- Cool Choices

To assist teachers in setting consistent and reasonable expectations, the already developed behaviour expectation matrix must be followed until it is changed. The behaviour expectations matrix encompasses behaviour expected within the school context and on school excursions.

CLASSROOM SETTINGS

Teachers are to follow the **Positive Intervention Plan**. (Where a child is not on a plan.)

PIP

Step One

Teacher will move closer to the student or restate the expectation to the student to **remind them of the task.**

Step Two

If the student does not act appropriately, teachers will give **3 chances to comply** by stating what they want the student to do i.e.; that's one chance to start your work, that's two chances to start your work, that's three chances to start your work. If the child continues to be non-compliant move to step 3.

Step Three

A child has **time out in the classroom** to complete task in a designated quiet area. The student has the opportunity to calm down and refocus. Teachers should allow time for compliant behaviour.

Step Four

A child has **'Time Out'** in a buddy classroom for 10 - 20 minutes. Upon return, student needs to comply with teacher instructions and continue their learning. If not the next step will be implemented.

Step five

A child has **'Time Out' with the stage supervisor** and a notification to parents if appropriate. At this stage the supervising teacher may ask the child to attend **'Chill Out'**.

Step six

The stage supervisor must see the principal and discuss behaviour issues and strategies to resolve the disruption to the students' learning and the learning needs of their peers. A Pre-Suspension is recommended. Referral to the PBL team may be required.

At all times the teacher should keep a record of incidents. Classroom white slips need to be maintained by the class teacher and may be requested by the PBL team or the LST team. These records must be maintained in **STARS** in case of suspension.

SUSPENSION

DoE "Procedures for the suspension and expulsion of School Students" will be applied.

Ongoing concerns about student behaviour will be discussed between the student, class teacher, supervisor, PBL team, Wellbeing Action Team, principal and parents. In these case behaviour programs, which are more effective, may be established or further disciplinary action taken.

Surveyors Creek Public School - Positive Behaviour for Learning Teacher Referral Procedures

Positive Flow Chart

To be added

1. positive flow chart
2. behaviour consequence chart
3. classroom behaviour flow chart
4. playground award redemptions



Surveyors Creek Public School

ANTI-BULLYING

POLICY STATEMENT

At Surveyors Creek Public School we believe that:

- Students have the right to feel safe, happy and self empowered in their learning environment.
- Everyone has the right to an education and needs to take responsibility for their learning and behaviour.
- Each student has the right to expect that procedures for code of behaviour (both positive and negative) will be followed in a consistent and equitable manner.
- Our school should be a clean, safe and happy place.
- There is no place for bullying at our school.

DEFINITION OF BULLYING

Bullying is a form of abuse. It involves repeated acts over time attempting to create or enforce one person's (or group's) power over another person (or group); thus an "imbalance of power". The "imbalance of power" may be social power and/or physical power. The victim of bullying is sometimes referred to as a target.

Bullying and harassment can come in many forms for example:

physical bullying: **being hit, tripped, kicked, pinched etc**

verbal bullying: **being called names, teased, put down etc**

psychological bullying: **being threatened, stalked, gestures etc**

social bullying: **being ignored, having rumours spread about you, excluding someone etc**

sexual bullying: **unwanted touching or brushing against someone, picking on someone because of their sexual orientation etc**

cyber bullying: **insulting someone in chat rooms, sending cruel or threatening emails/text messages; using the web, chat rooms or mobile phones to spread rumours or information about someone etc**

- be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge
- make people feel threatened
- continue over time
- be hidden from adults
- continue if adults and peers take no action.

NSW Department of Education has a zero tolerance to bullying behaviours.

WHOLE-SCHOOL STUDENT WELFARE PROGRAMS

Teaching students anti-bullying strategies is an essential part of Surveyors Creek Public School's Student Welfare program.

Such programs include:

- Strategies for students to use (student booklets and teaching program)
- Strategies to promote good discipline and effective learning (Student Welfare Policy).
- Implementation of the K-6 Student Welfare Policy including rewards and consequences.
- Explicit teaching of social skills through the K-6. This includes discussion of school rules, rewards and consequences. It also allows classroom rules and behaviour expectations to be negotiated with students.
- Teaching of social skills and the development of interpersonal relationships and self-esteem through units of work in PD/H/PE and the 'Being Me' social skills video series and 'Bullying. No Way' website.
- An active Student Representative Council (SRC) which gathers opinions, ideas, attitudes and concerns from the student community.
- Stage 3 camp which provides students with opportunities to develop social skills.
- Wellbeing Action Team which provides additional support to students with a range of special needs, including social, emotional and behavioural.
- Implementation of specific behaviour management and social skills programs to meet individual student needs. These are negotiated with the student, teacher, supervisor, other support staff and parents.
- Emphasis on protective strategies through Child Protection lessons.
- Parent seminars held in a variety of areas, including bullying and social skills and parenting information in the newsletter, "The Surveyor".

DEALING WITH BULLYING BEHAVIOUR

At Surveyors Creek Public School we expect all students to be Safe, Respectful, Learners. Bullying will not be tolerated.

Non-bullying behaviour should be modelled by all members of the school community- staff, students and parents/caregivers.

Reporting and dealing with bullying incidents is the responsibility of all members of the school community. This should occur in the following ways:

- **Students-** are expected to play safely; attempt to deal with bullying using strategies learnt; report all bullying incidents as soon as possible to class teachers or teachers on playground duty; co-operate with other students and staff; be involved (as appropriate) in strategies to deal with bullying. Students must remember to keep reporting until their issue is heard and dealt with. This may include telling parents/caregivers.
- **Staff-** are expected to encourage co-operative behaviour through teaching social skills and anti-bullying strategies; be vigilant and proactive on playground duty; respond to **all** student concerns and complaints using our Student Welfare Policy and procedures; assist with the identification of students who are using bullying behaviour; be positive role models for all students; and be aware

of the DoE discrimination policies. It is also important that staff work with parents/caregivers in addressing behaviour concerns such as bullying.

- **Parents/Caregivers-** are asked to discuss the policy with their child; encourage co-operative behaviour in the children; discourage retaliation of any kind; encourage independence in their children; seek support to help their child deal with bullying. It is important that parents/caregivers work with school staff in addressing behaviour concerns such as bullying.

CONSEQUENCES

Students who break our school rules by bullying, will be subject to disciplinary procedures as outlined in our Student Welfare Policy. These include:

- **Classroom-** warning given, timeout, sent to a buddy class and /or sent to the supervisor. Further action such as interview with parents/caregivers, counsellor involvement and/or behaviour intervention program may be needed. This may include a daily check-in and check-out with a teacher to monitor student progress. This will encourage students to, "Take responsibility for their learning and behaviour" as per our school rules and expectations.
- **Playground-** spoken to, warning yellow slip, (accumulating to a Chill Out) or an instant detention (for minor acts of violence). Suspension may occur depending on the incidence and prior behaviour of the bully.

The DoE procedures for the '**Suspension and Expulsion of School Students**' will be applied when it is appropriate.

ROLE OF THE LEARNING SUPPORT TEAM

The Wellbeing Action Team (WAT) meets each Thursday morning. The WAT considers the implications for whole-school planning issues. The team assists teachers to plan class programs to meet the specific learning needs of all students, including those who experience difficulties in learning. It co-ordinates the development, implementation, monitoring and evaluation of learning support plans. All requests for support additional to that which can be provided within school resources are made through the WAT

- ❖ Ensure a whole school and ongoing plan is implemented to meet the needs of students with support needs.
- ❖ Establish guidance and support systems for all staff in order that they can cater for students with support needs.
- ❖ Ensure that programs based on current research and best practices are implemented for students with support needs.

WHAT IS A Wellbeing Action Team?

A WAT is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning support needs of students through the coordination, development, implementation, monitoring and evaluation of educational programs.

A prime function of our WAT is to ensure that the needs of all students in the school are being met using a three-tiered model of support addressing universal, targeted and intensive supports for students and

teachers. Our team also employs the logic of Positive Behaviour for Learning i.e. a strong focus on **systems** (what we do to support adults), **practices** (what we do to support students), and **data** (to inform our decision making about systems and practices.)

A key feature of our WAT is the facilitation of collaborative planning between teachers, support staff, parents and students. Our learning support team also addresses **whole school need, teacher need** and **student need** (as outlined in the Special Education Handbook).

SCPS's Wellbeing Action Team

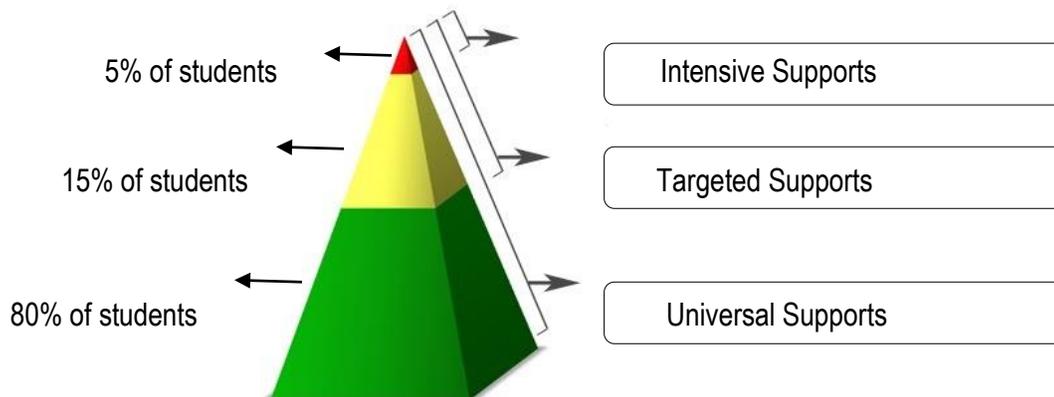
It will:

- ❖ Enable **coordination of support**
- ❖ Enhance the **collaboration and provides collegial support** to school personnel and the wider community.
- ❖ Ensure a whole school and ongoing plan is implemented to meet the needs of students with support needs.
- ❖ Establish guidance and support systems for all staff in order that they can cater for students with support needs.
- ❖ Ensure that programs based on current research and best practices are implemented for students with support needs.

WHO ARE OUR TEAM MEMBERS?

In principle, every teacher is a member of the WAT. However their participation will vary according to the function of the team at a particular time e.g. whether or not our team is focusing in universal, targeted or intensive supports. The intensive / caseload team should include a:

- **Principal**
- **Deputy Principal**
- **Wellbeing Officer**
- **School psychologist**– to provide a psychological perspective
- **Teacher representatives** – One from each stage
- **Specialist personnel** (including the STLA, ESL, Reading Recovery)
- Other specialist personnel e.g. Itinerant teachers and outside agencies, parents and care givers can be invited to attend as necessary



As a general rule the following roles can apply:

Principal and Deputy Principal

- ensure recommendations by WAT are included in school's Management Plan

WAT Coordinator

- convene regular meetings
- develop meeting agenda
- maintain LST documents

WAT

- identify school needs
- establish school priorities
- training and development
- coordinate resources (human and material)
- identify resource needs
- assist in development of school Learning Support policy and procedures
- collaboratively plan to develop action plans with strategies to support students
- liaise with students, parents and outside agencies

Classroom Teachers

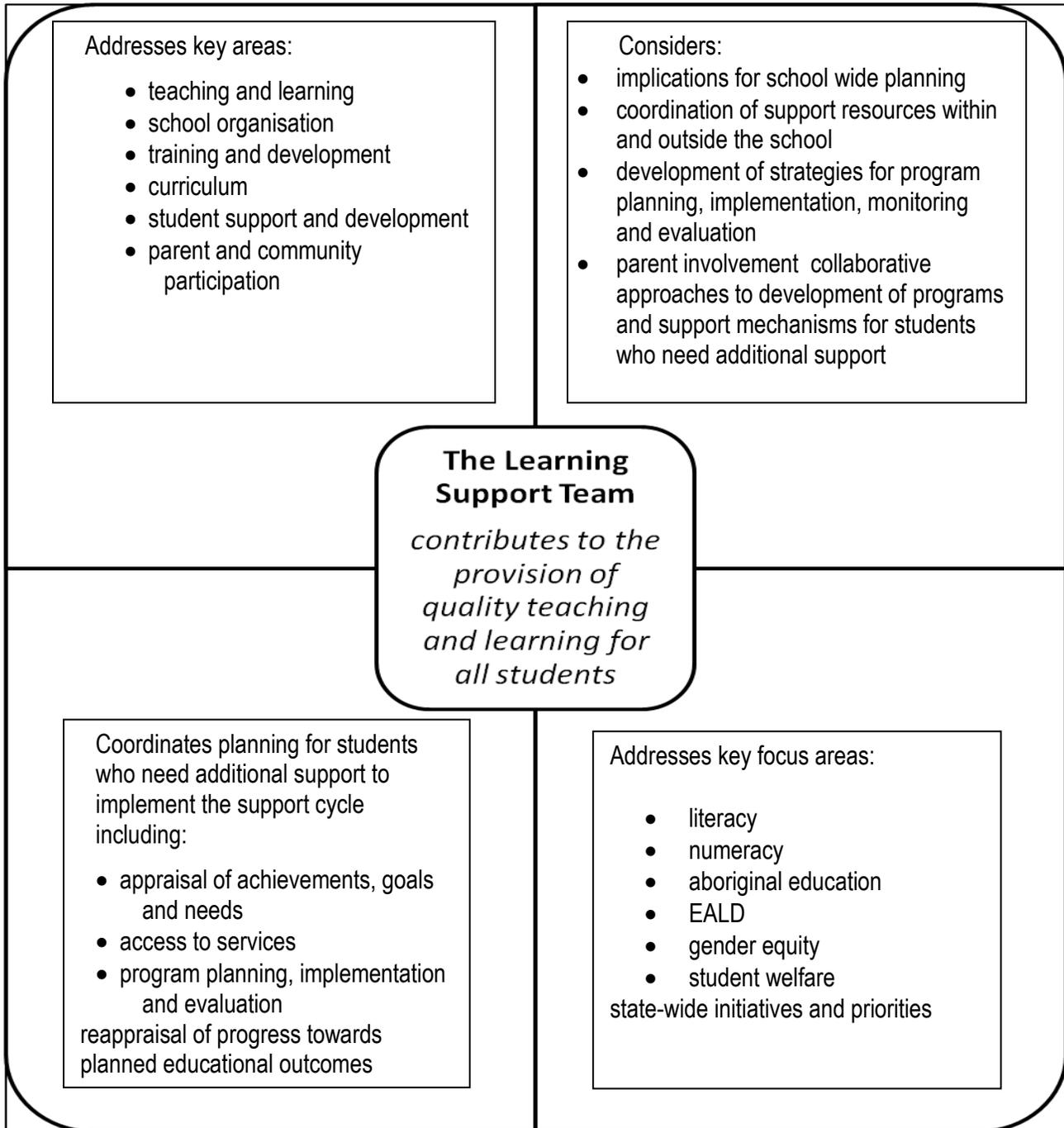
- refer students to WAT when programs are not meeting students needs (and teacher has tried several strategies first)
- attend WAT meetings when required
- implement WAT recommendations
- monitor student progress and inform WAT

WHAT DOES OUR WAT DO?

When implementing a WAT it is important that schools determine a priority order and gradually work through areas of need. The WAT may:

- develop the schools policy for students experiencing difficulties in learning or those requiring extension
- implement school 'identification' procedures in order that students experiencing difficulties in learning receive 'early' and 'appropriate' instruction.
- develop referral systems for classroom teachers to access support services.
- establish mechanisms to coordinate support personnel within the school (e.g. STL, Counsellor, ESL, Reading Recovery).
- develop a plan to co ordinate and access 'external' specialist personnel (e.g. Regional STLAs, Integration, Specialist counsellors, ESL Consultants, Regional curriculum consultants.
- implement school ' levels of support' for classroom teachers in order that they can access appropriate personnel and cater for students experiencing difficulties in learning.
- establish support systems for specialist personnel within the school (e.g. policy/ model implementation, funding issues).
- implement mechanisms for on-going support services for students (e.g. progressive monitoring and record keeping).
- provide direction for professional learning programs.
- assist the school with the selection, implementation and evaluation of resources for students experiencing difficulties in learning and those requiring extension.
- establish communication and liaison procedures within the school community (e.g. school based/ home based programs, parent referral procedures).
- implement effective models and programs to improve student outcomes (e.g. early intervention programs, assessment procedures, programs based on current research and best practice in the area of learning difficulties, effective teaching strategies, monitoring and evaluation procedures).

THE WELLBEING ACTION TEAM (from Special Education Handbook – 1996)



WHERE DOES OUR WAT FIT INTO OUR SCHOOL RESOURCES?

The classroom teacher can access a number of resources to support students, including the WAT.

These resources range from the least intensive support (adaptation to the class program – universal supports) to the most intensive support (support from outside agencies may be included).

School Levels of Support

1. Accommodations and learning adjustments to the class program.
2. Collaborative problem solving with colleagues
3. Support from school specialist resources (WAT)
4. Support from out of school resources.

Accommodations and learning adjustments to the class program (see Curriculum planning and programming, assessing and reporting to parents K-12 Policy)

Students experiencing difficulty in learning are catered for by the class teacher within the regular class program. This will involve the teacher making accommodations and learning adjustments to the program.

Learning adjustments are measures or actions taken in relation to teaching, learning and assessing that enable a student to access and participate in achieving *syllabus outcomes and content* that are *different* from those for the age/stage group, and that meet the student's personalized learning needs.

Accommodations are changes to teaching, learning and assessing that will allow students with additional needs to participate fully in the same learning, working towards the *same syllabus outcomes and content*, as all other students of the same age/stage.

Accommodations could include:

- presentation
- response
- timing
- setting
- scheduling

1. Collaborative problem solving with colleagues

Teacher meets with colleagues (a supervisor, STL or other teachers) to collaboratively problem solve and cater for students within the regular class program.

2. Support from school resources

- Coordinated through the WAT
- After step 1 and 2 have been implemented and the student is still not progressing according to expectations, the teacher may refer the student to the WAT
- Collaborative problem solving is used to design appropriate interventions

3. Support from out of school resources

- If a student has support needs that cannot be met by school resources, the WAT can seek support from regional or state resources.
- Students are only referred for support after extensive intervention by the class teacher and school resources.
- It is important the parents are involved in the decision making process at this stage of intervention and that communication and collaboration exists between specialists and school personnel.

Special Education

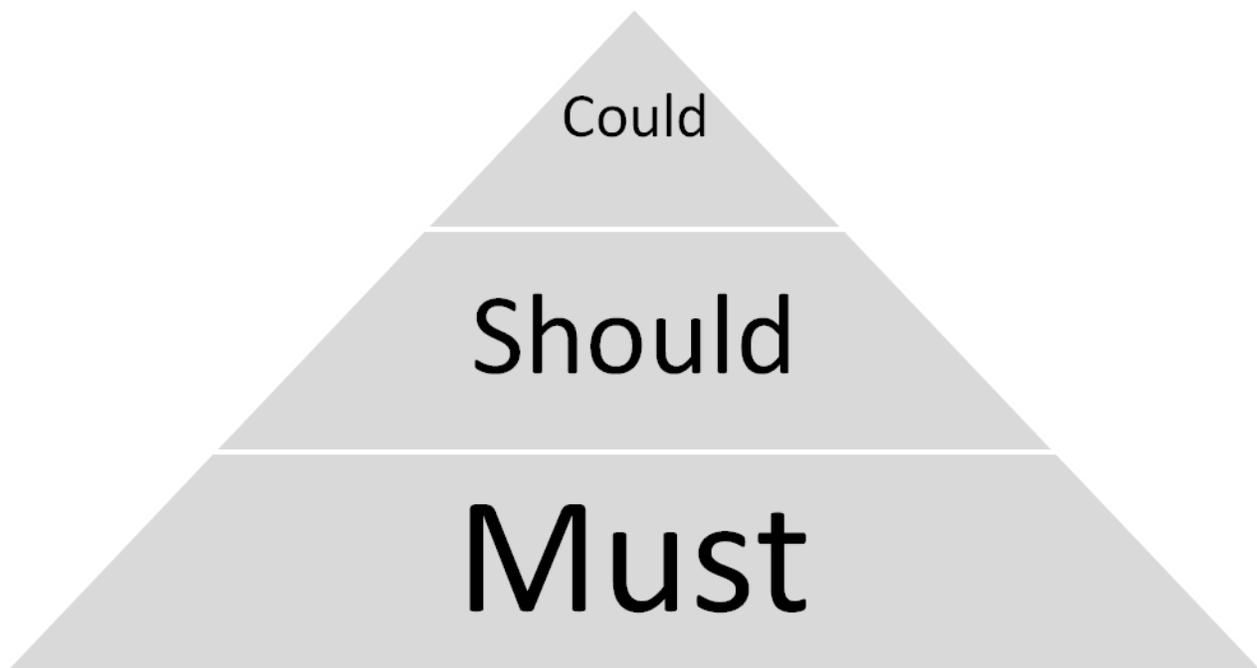
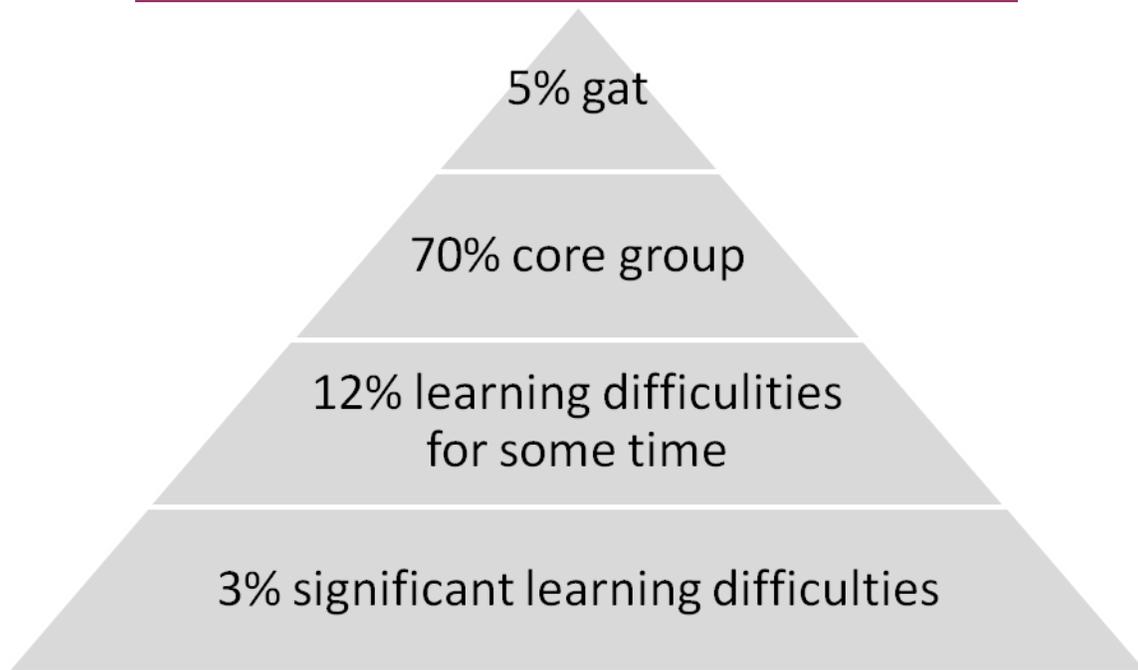
Surveyors Creek is an inclusive school that caters for students of all abilities. Within our school we have four specialised classes that cater for students who have a primary diagnosis of either Autism Spectrum Disorder (ASD) or Moderate Intellectual disability (IO). However, many of the students attending these classes have additional diagnosis or learning needs that impact on their education.

These classes provide specialised learning opportunities for students who live throughout the Penrith Valley region. At capacity our support unit provides high quality individual education to 30 students with ASD or IO. Students are offered placement into our support unit classes via applications that are considered by a Regional Panel.

Our support classes have a strong emphasis on programs that develop individual students Literacy and Numeracy skills, communication skills, social skills and positive behaviour. Additionally many students have individual programs that target specific sensory needs, Speech Therapy/Occupational Therapy goals etc. Each student has an Individual Education Program (IEP) developed at the commencement of each school year which identifies priority goals for the student. IEPs are developed in consultation with parents, school executive, School Learning Support Officers (SLSOs), relevant Regional Personnel and outside professionals i.e. Speech Therapists.

As an inclusive school many of the students in our ASD or IO classes access integration opportunities across the school community. This provides students with valuable opportunities and experiences in transferring skills they have learnt as part of their intensive programs into the wider school community. Through explicit teaching and integration our students are expected to be Safe, Respectful, Learners in a variety of settings and contexts.

LEARNING PYRAMID/ PLANNING PYRAMID



CLASSROOM TEACHERS REFLECTION SHEET

Have you considered these ways to modify a concept/activity to achieve success

<input type="checkbox"/>	Setting different outcomes for different students
<input type="checkbox"/>	Expecting differing amounts of work
<input type="checkbox"/>	Asking kinds of questions for different students e.g. more literal questions for students having difficulty
<input type="checkbox"/>	Setting open ended activities where all students can complete at own level
<input type="checkbox"/>	Providing additional modelling, rehearsal, practise and review time
<input type="checkbox"/>	Teaching in smaller steps – breaking skills into sub skills to be taught separately first
<input type="checkbox"/>	Giving one instruction at a time e.g. having students repeat what he / she is required to do
<input type="checkbox"/>	Providing more hands on concrete material
<input type="checkbox"/>	Seating closer to teacher and the board
<input type="checkbox"/>	Opportunities to share ideas with buddies and small groups
<input type="checkbox"/>	Providing opportunities to practise to mastery level
<input type="checkbox"/>	Using non-cluttered notes, mind maps
<input type="checkbox"/>	Providing visual cues / prompts
<input type="checkbox"/>	Giving questions before reading a passage instead of after
<input type="checkbox"/>	Demonstrating using :Think Aloud” and “Self-Talk” e.g. listen to what I say as I work this out
<input type="checkbox"/>	Talking slowly
<input type="checkbox"/>	Increasing ‘wait time’
<input type="checkbox"/>	Connecting experiences to real life
<input type="checkbox"/>	Linking new learning to what is already known
<input type="checkbox"/>	Highlighting relevant sections of texts
<input type="checkbox"/>	Using aides, peer tutors and volunteers
<input type="checkbox"/>	Using very specific praise